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ABSTRACT

In the mid-1980s, five Utah public school districts entered into an agreement with Brigham Young University to achieve educational improvement goals. The 1989-90 study described in this report explores issues arising from the desire of more elementary school teachers and principals to participate in the BYU partnership. Necessary participation conditions were uncovered by examining various partnership governance levels and doing domain, taxonomic, and componential analysis. After defining conditions, an expansion model was developed. The design was an observational case study using qualitative research procedures, along with the Developmental Research Sequence and naturalistic inquiry criteria. Participants were selected by purposive sampling of key people from the elementary schools requesting involvement in the partnership, various university administration and faculty members, and participating organizations. Findings showed that six elementary schools were accepted as partner schools, although three others also met project requirements. Three conditions seem necessary for partner schools to continue: (1) a common philosophy concerning the partnership's worth; (2) a more supportive and representative administrative structure; and (3) a formally organized communication cycle. Further conclusions and recommendations are provided. Appendices contain an audit trail, naturalistic inquiry criteria, and examples of expansion models. (31 references) (MLH)

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Elementary Partner Schools:
Conditions for Expansion

A Project

Presented to the

Department of Elementary Education

Brigham Young University

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

by

Melanie Fox Harris

August 1990

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Chapter 1

Introduction

In the fall of 1983 Curtis Van Alfen, Dean of the College of Education at Brigham Young University (BYU) invited John Goodlad, a leading authority on teacher education and school reform and author of A Place Called School, to come to BYU to assist BYU and neighboring school district authorities to explore the feasibility of a school-university partnership With the help of Dr. Goodlad, the BYU-Public School Partnership was formed in April 1984 and became one of the fourteen members of the National Network for Educational Renewal (NNER). This network was formed to strengthen local collaborating entities (Sirotnik & Goodlad, 1986, p. 22).

The five Utah public school districts--Alpine, Jordan, Nebo, Provo, and Wasatch--and BYU's College of Education entered into their partnership agreement to accomplish several outcomes. These outcomes have been referred to as the four functions of the partnership:

1. Preservice (improving the teacher preparation program)
2. Inservice (designing and implementing effective inservice training)
3. Curriculum (designing educational content and practices that lead learners to master fundamental learning outcomes, to learn how to learn, to see purpose and meaning in learning tasks and to gain a sense of mastery over their lives)
4. Research/inquiry (gathering data, making inferences, and solving problems mutually agreed upon by the Partner School and the College

> of Education, and sharing the information with the educational profession in the Partnership at large) (Partner School Committee Minutes, Feb., 1986).

The scope and involvement of this initiative were sufficiently broad and encompassing to cause later observers to note that "the partnership had the potential for state-wide impact since participating districts serve one-third of the students and teachers in the state of Utah, and the College of Education at BYU prepares one-half of Utah's new teachers" (Harris, Bloom, & Baird,1989, p. 4).

School-university partnerships were not new, either to the College of Education or to the various participating school districts. But the emphasis upon collaboration was new. This focus required that each member organization had an equal voice in the partnership and that the projects undertaken by the members could be initiated, shaped, and influenced by any of the participants. For example, in order to effectively collaborate on teacher education, BYU had to yield its exclusive control over the program to encourage greater teacher involvement. The various collaborations initiated by the partnership illustrated Goodlad's claim:

> A successful partnership has at least three essential characteristics: a degree of dissimilarity between or among the partners; the mutual satisfaction of self-interests; a measure of selflessness on the part of each sufficient to assure his satisfaction of self-interests by all involved (Goodlad, 1987, p.11).

The venture required an administrative structure which would give appropriate voice and authority to each member. Three different levels of administration insured that collaboration not just cooperation was the governing principle of the partnership. The highest level of authority was a governing

board consisting of the superintendents of the five districts and the Dean of the College of Education at BYU. The primary purpose of this board was to "make all policy decisions and oversee the financial affairs of the partnership"(BYU-Public School Partnership Handbook, p. 2).

At an intermediate level, the coordinating council consisted of appointed representatives from member institutions comparable to the associate superintendent level. The primary purpose of this council was to "address agenda created by the governing board and to provide information and insight useful to the board in promoting the purposes of the partnership"(BYU-Public School Partnership Handbook, p. 3).

Finally, at the working level, task forces were formed to address areas of focus: leadership, teacher education, counseling/guidance, special education, and gifted and talented programs. Committees were designated for partner/focus schools, research and evaluation and internships (See Figure 1).

The partnership has been subject to the predictable problems involved with collaboration both within and among school districts and departments, colleges, and universities as well as across university and district boundaries. To build trusting, open, and honest relationships has been time consuming for all, but particularly for those who have worked out the practical details of collaboration. Although the foundation has been laid successfully, a new stage seems ready to emerge.

Purpose of the Study

The purposes of this study are to explore the issues arising from the desire of more teachers, and principals in elementary schools to participate in

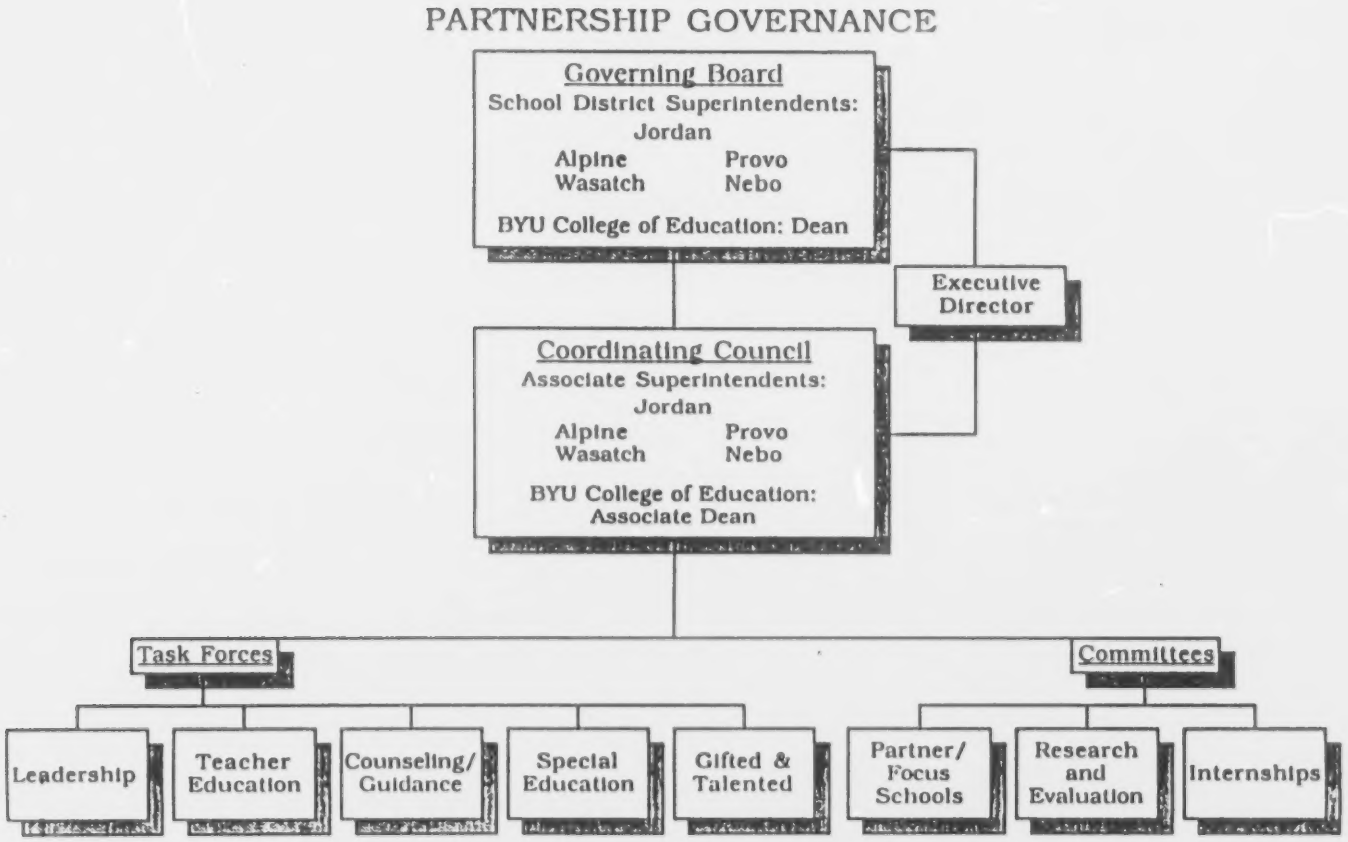


Figure 1. Partnership Governance in the BYU-Public School Partnership

the partnership; and to develop a model or models for expansion of partner schools to take place.

Need for the Study

Prior to the 1989-1990 school year, six university faculty within the Elementary Education Department were each assigned an elementary school in the partnership. They spent 4/5 of their time in that setting working with preservice practicum, involving beginning field experiences and student teaching, in addition to developing the partnership concept in that school, including inservice, curriculum, and research needs. The other 1/5 of their time was spent in university committee assignments and faculty meetings. Dean Andersen, BYU College of Education (interview July, 1989), stated that there were a number of schools requesting admission as partner schools, but there was no way to include them without changing the way that partner schools are managed. A further complication to expansion was that each public school had a different school calendar, such as year-round, traditional, or extended day.

There are two elements which suggest that the number of public schools wanting to be involved as partner schools will not have university faculty available. The first element is the present workload. The second is the lack of interest and expertise of other faculty members to work with field programs in the partnership. Consequently, there is a need to study the conditions that may be necessary for including more schools within the BYU-Public School Partnership.

Research Problem and Procedures

In order to understand the issues concerning partner school expansion, I examined the administrative structure of the BYU-Public School Partnership and in particular the administration of the partner schools. An observational

case study approach was used to develop a holistic perspective from which relationships and interactions between organizations and environment could be explored (Bogdan & Biklen, 1982). The areas of focus were:

1. The number of schools actually designated as partner schools in the 1989-90 school year and the number of schools wanting to be partner schools
2. Characteristics of a partner school
3. The issue of expansion of partner schools
4. Identification of conditions for expansion
5. The development of an expansion model

Addressing the general question of "'What's going on here?' is at once disarmingly simple and incredibly complex" (Rist, 1982, p. 440).

Definition of Terms

The following terms are defined for the purpose of clarity to this study:

BYU-Public School Partnership: Brigham Young University and five public school districts in Utah have entered into a collaboration for school renewal. Within the five districts are six schools which have been designated as partner schools.

Committees: Standing groups within the BYU-Public School Partnership organized to direct collaboration in these areas: partner/focus schools, research/evaluation, and internships.

Coordinating Council: An administrative body under the Governing Board within the BYU-Public School Partnership consisting of assistant superintendents from five school districts, the Associate Dean of the College of Education at BYU, the Executive Director of the Partnership, Chair of the Partner Schools Committee, Chair of the Partnership Inquiry Committee, Chair of the Technology Task Force, and others invited as the need arises.

Focus school: A school whose faculty has chosen an area of desired curriculum development for their school based on research such as reading practice or gifted and talented curriculum and collaborates with a university for meeting of mutual needs.

Governing Board: An administrative body within the BYU-Public School Partnership consisting of the superintendents from five school districts, the Dean of the College of Education at BYU, and the Executive Director of the Partnership. Meets monthly.

National Network for Educational Renewal (NNER): A coalition of partnerships between universities and school districts in various parts of the United States who have agreed to spend at least five years attacking some of the problems that plague American schools. This organization was founded by John Goodlad (1986).

Partner school: A school that joins in total involvement with a university in four areas of concern: preservice and inservice training, curriculum development, and research/evaluation.

Partnership: The process of public schools and a university collaborating for the purpose of school renewal.

Purposive sampling: A method of sampling in analytic induction where the researcher chooses particular subjects because they are believed to facilitate the expansion of the developing theory (Bogdan & Biklen, 1982, p. 67).

Qualitative research: The technique of obtaining, classifying, and analyzing data which are gathered and reported in narrative rather than numeric form.

Task forces: Groups within the BYU-Public School Partnership organized to direct collaboration in these areas: leadership, teacher education, counseling/guidance, special education, and gifted and talented education.

Triangulation: A process of checking inferences from one set of data sources by collecting data from others. Term derives from navigation and surveying. Locating position on a map with one source is less accurate than when taking a bearing from two points and locating at the intersection (Hammersly & Atkinson, 1983, p. 198-200).

Review of the Literature

Several bodies of literature could be relevant to this study. Although studies on educational change, and qualitative or naturalistic inquiry methodology are applicable, emphasis is placed on partnership, and/or school and teacher education reform, primarily to demonstrate that school-university partnerships over the years have not been as truly collaborative as the BYU-Public School Partnership, and they have been shortlived. This review also highlights the growing support among reform voices for new relationships which merge interests and organizations to pursue better educational services through partnerships that are truly collaborative.

One of the earliest collaborations between school and university was begun by a committee known as the Committee of Ten under the direction of Charles Eliot, President of Harvard. In 1892 this committee made the following recommendation:

> conferences of school and college teachers of each principal subject which enters into the programmes of secondary schools (should be formed) . . . to consider the limits of its subject, the best methods of instruction, the most desirable allocation of time for the subject, and the

best methods of testing the pupils' attainment therein (Cohen, 1974, p. 1931).

The conferences were formed including 47 individuals from colleges and universities and 42 people from public school (Sirotnik and Goodlad, 1988). From these conferences came the development of the College Entrance Examination Board and consequently a board of examiners to conduct examinations. By 1926 the colleges' domination over the public schools, claiming "superior expertise on the part of college personnel," caused direct conflict with the schools (Fuess, 1950, p. 114).

In 1930, a commission from the Progressive Education Association was charged to explore ways to better coordinate school and college and free the secondary schools to begin reconstruction. This led to the Eight Year Study which documents that "secondary schools could make significant gains in educating students if freed from college restrictions." However, World War II interrupted what could have been learned at this point from the Eight Year Study (Sirotnik & Goodlad, 1988).

Networks were another form of collaboration which contributed more during this time to a national school system than to local control. "Many of these networks consisted of individuals who attended the same schools and worked under a particular professor who served as their sponsor . . . sixteen of the eighteen superintendents in the largest American cities were former students of Strayer" (Tyack & Hansot, 1982, p. 135).

Following World War II there was a great need that could not be met by existing laboratory schools at the colleges for teachers Therefore, student teachers were placed in public school settings. Maeroff (1983) notes:

> After Sputnik (1957) togetherness flourished...new curricula in biology, physics, English, and mathematics were prepared. Schools and colleges, together, pushed for excellence in education. The relationship was at times unhealthy. Colleges would often take the schools for granted. In paternalistic fashion, curricula would be packaged and teacher training programs planned with little or no consultation with the schools (p.2).

In 1966 a report, Partnership in Teacher Education, came from a workshop sponsored by the Association for Student Teaching and the American Association of Colleges for Teacher Education. This report dealt with topics such as the politics of school-college collaboration, process of preparing new teachers, and innovative efforts such as the League of Cooperating Schools started by Goodlad. The purpose of the league was to "develop intermediaries--persons who could facilitate interaction between the knowledge-producing function of the university and the service performed by the schools"(Smith and Goodlad) .

In the 1970's in-service education and continuing professional development became the focus as school enrollment dropped and there was not a great need for more teachers. Collaborative efforts continued, but collaboration was with the Federal Government, Chief State School Officers, and the American Association of Colleges for Teacher Education. Teacher centers were formed that threatened school districts and colleges in developing professional personnel (Devaney, 1982).

However, by 1981 A Nation at Risk condemned the "rising tide of mediocrity" in education. "What was unimaginable a generation ago has begun to occur--others are matching and surpassing our educational attainments"(p.1)

The areas of risk were documented: in achievement on 19 academic tests, American students placed last seven times and were never first or second; 23 million American adults were found to be functionally illiterate, high school students scored lower on standardized tests than 26 years ago, gifted students did not match their tested ability with actual achievement, SAT scores and College Board achievement tests showed decline from 1963 to 1980; the number of students demonstrating superior achievement on SATs declined; science and math achievement declined; higher order intellectual skills were more scarce; average tested achievement of students graduating from college was lower; and business and military leaders were required to spend millions on remedial education to prepare their workers to perform basic skills. Recommendations were to strengthen content; raise standards and expectations for academic performance and student conduct; use more time to teach "New Basics." The teaching profession was to be bolstered by high standards, increased salaries, longer contracts, and differentiated teacher levels. It needed to solve teacher shortages in math and science by using graduates, etc. with subject background and training in pedagogy, offer incentives in the forms of grants and loans, and involve master teachers in teacher preparation programs and supervision.

The public's awareness of the extent of educational needs was greatly heightened by this report. But for a number of years teachers had been asking for support in many of the same areas as outlined by the report. In A Nation at Risk teachers were being used as scapegoats for education's problems. However, Sturdivant, Assoc. Supt. for Technology in Houston and advisor to the panel preparing A Nation at Risk, states:

> The crumbling family structure and consequent explosion of single parent homes and latch key children, the loss of religious authority and institutional trust, the astonishing rate of social and technological change, the dramatic influx of non-English speaking immigrants, the receding tax bases, the aging American population less emotionally committed to the neighborhood school, the enormous proportion of working mothers who have no time and less energy to devote to voluntary school activities-- all these are powerful factors in the decline of educational performance (King, 1983, p. 16).

Reforms were definitely in order, but the question became what reforms would bring the needed results and how school administrators should implement them.

In response to questions of what and how came a number of other reports. One was Tomorrow's Teachers: A Report of the Holmes Group (1986). It calls for a collective commitment to action: 1. to make the education of teachers intellectually sound, 2. to recognize differences in knowledge, skill, and commitment among teachers, 3. to create relevant and defensible standards of entry to the profession of teaching, 4. to connect schools of education with schools, 5. to make schools better places for practicing teachers to work and learn. Certainly, these five points represented what reforms would help the teaching profession, but what about implementation?

The implementation suggested by the Holmes Group came in the form of goals. Goal #2 in the section for Faculty for Teacher Education reads: "The faculty responsible for educating teachers [should] include both university-based and school-based faculty" (Holmes, 1986, p. 91). Goal #2 in the Institutional Environment for Teacher Education reads: "The university works

with selected school districts to create exemplary school sites for student and faculty learning about teaching excellence." These sites would be called Professional Development Schools and were to differ from laboratory schools of other years by being "cooperatively established and maintained with selected school districts. Such sites were to become integral parts of the university's 'learning community' in teacher education...and would provide an appropriate environment for clinical instruction and professional socialization of teaching candidates and interns "(Holmes, 1986, p. 88).

Another report, A Nation Prepared: Teachers for the 21st Century, prepared by the Carnegie Forum on Education and the Economy appeared in May 1986. In it, statements by state governors illustrate that the educational reform was wanted and needed and that collaboration was a must. Governor Tony Anaya of New Mexico states: "If the state is going to become serious about industrial recruitment, legislatures and citizens must become serious about improving the quality of our educational system" (Carnegie, 1986, p. 10). Governor Robert D. Orr of Indiana states: "Winning the global competition for jobs requires us to retool our schools just as we are retooling our industry" (Carnegie, 1986, p. 10).

> School boards and unions should work energetically to develop more collaborative ways of improving local schools. The approaches used should be directed at the search for methods of improving the professional environment for teaching while holding teachers accountable for student progress (Carnegie, 1986, p. 88).

Goodlad stated that an institutional renewal as well as an individual renewal must take place simultaneously or another cycle of reform may come and go with no major difference being made in education (1987, p. 4). Many

reports on the state of education pointed at ill-prepared teachers as being the chief problem. Others pointed at course work as the problem. "With great consistency, the problem has been conceived as the wrong persons, studying the wrong things, in the wrong places" (Holmes, 1986, p. 25). The complexities go beyond one or the other of these problems. Surely the educational community as a whole must be considered or it will be like "attacking the mosquito problem without going to the ponds and ditches where mosquitoes breed" (Goodlad, 1987, p. 4).

Partnerships with business, schools, and universities are mentioned as a means to solving the complex educational problems. "Partnerships have been formed between the schools and other major institutions in our society which, if they stand the test of time, should strengthen the capacity of the schools and improve the chances of their graduates" (Carnegie, 1986, p. 11).

> We are proposing then, not just a project in the reform of schooling or teacher education but a way of life: a joining of schools and schools of education in a permanent partnership similar to those now imperfectly forged between most other professional schools and the settings where their graduate intern and practice. Like any marriage, the relationship will be marked by tensions, some of which will threaten to tear it apart. The more theory and practice fuse in both preparation programs and school settings, the more productive the tension and the more viable the educating in both schools and universities will be (Sirotnik & Goodlad, 1988, p. 210).

As the review of literature suggests, partnerships are needed, and numerous partnerships have been developed and implemented in varying amounts of success. But, it seems that the BYU-Public School Partnership has

reached a stage beyond that which the literature indicates--that of expansion. If expansion of partner schools is presenting a new frontier in the history of collaborative efforts, it seems particularly meaningful to determine the conditions necessary for such an expansion to be successful.

Chapter 2

Methods and Procedures

This chapter will contain a description of the design, sample, interviews, observations, documents, duration of the study, and data collection and analyses procedures. Reference is made to Appendix B which lists criteria for naturalistic inquiry (Williams, 1984). After each subheading of the method summary section has been described, references will be cited and related to the corresponding inquiry criteria found in Appendix B.

Design

The design was an observational case study using qualitative research procedures, which included participant observation, in-depth interviews and document examination. Other terms commonly used for this type of research are naturalistic inquiry, ethnography, constant comparative method, and field work (Bogdan and Biklen, 1982). Qualitative research, which has recently become more common, is now accepted by scholarly organizations as equally valid as quantitative research. For example, the editors of the American Education Research Journal (AERJ) asked Smith of Arizona State University to write an article outlining guidelines for AERJ editors and reviewers. She writes:

> This paper constitutes a slight departure from editorial policy for AERJ. Far from contributing to general knowledge through empirical analysis, the paper is meant to serve as self-referent and for practical purpose. It

is meant to signify to the discipline that manuscripts based on qualitative research are being welcomed by AERJ editors (Smith, 1987, p. 178).

She further summarizes her article: "The policy of the AERJ editors to encourage the submission of qualitative research will be welcomed by qualitative researchers of all types "(Smith, p. 183).

This design was utilized because it facilitated an overall view of the partnership, partner schools, faculty, and administration at both university and public school levels. It also allowed major issues to emerge, while establishing conditions necessary for expansion by gathering various perspectives at each level of the partnership: governing bodies, and public and university faculties. (See Naturalistic Inquiry criteria 2, 3, 7, and 8 in Appendix B.)

Sample

Participants in this study consisted of faculty members from the elementary schools in the five districts that have requested involvement in the partnership, and from various university faculty and administrators. The purposes of interviewing these subjects were to understand why some school personnel wanted their schools to become partner schools; why some administrators wanted more partner schools in their districts and others did not; and why some university faculty favored expansion of partner schools and others did not. Formal and informal interviews were held.

Early in the study key people at various levels of the partnership were formally interviewed, including: Dean of the College of Education at BYU, Executive Director of the Partnership, Chair of the Department of Elementary Education, Chair of the Partner Schools Committee. In addition, two principals of established partner schools, three principals of schools requesting partner

school status, and several teachers from each of the aforementioned schools were purposively selected for interviews. Elementary Education faculty who spend the bulk of their time in the public schools expressed opinions as a part of meetings held to discuss expansion, which were recorded through tapes and field notes. Observations were made of casual conversations with university faculty, and later formal interviews were conducted with six faculty as issues emerged.

Interviews

In the interviews, descriptive, structural and contrast questions were used. Descriptive questions are those that enable the researcher to gather ongoing samples of informants language. Structural questions are those that illustrate how informants organize knowledge. Contrast questions are those that illustrate what informants mean by various terms used in the language (Williams, 1988).

I used descriptive questions in the first interviews to have participants describe their school before it became a partner school and then to describe it school after it had joined the partnership. In later interviews I used focused observations where structural questions were asked relating to the domains that were developing. For instance, I would read a statement that was made in university settings to other participants and would ask if this statement reflected a common perception held by those being questioned. During later interviews and selective observations, I asked contrast questions similar to the following: Do you agree that this indicates a problem area unique to the university or is it similar to a public school problem? Additional questions were asked as follows: "Would you evaluate the above changes as being forms of renewal?" "Are

there other renewal efforts you would like to see at your school?" "In what ways could your school share with other schools that desire renewal?"

In some interviews I took a more informal approach as issues began to emerge. When an issue such as use of time for university faculty arose, I would make a brief check of faculty opinions and base further interviews on the consensus of lack of consensus. Contradictions were dealt with as interviews allowed participants to clarify issues and points of view. (See criteria 2, 3, 8, 10, 17 in Appendix B.)

Observations

In this case study I was an active participant observer. I attended meetings at the university and school levels, made verbal comments, and took field notes and tape recordings of the proceedings. I also supervised practicum and student teachers and experienced first hand the travel, grading requirements, and a portion of the workload held by the field faculty. Various strategies such as descriptive, focused ,and selective observations were used in the collection of data. Observations resulted in over a hundred pages of field notes verified by tape recordings, expansions, and some transcriptions. These notes were then used to form further questions and guide subsequent observations. When the researcher was not able to be present at relevant discussions, tape recordings were made to facilitate documentation. Tapes were shared with selected participants and then I interviewed them about their responses. I would record their responses in my field notes and interview other participants using their responses as a source of discussion in order to verify responses. This process is called triangulation. (See criteria 2-8, 17 in Appendix B.)

Documents

The documents examined were the Handbook of the BYU-Public School Partnership written in 1984, working and occasional papers from the National Network for Educational Renewal (NNER) available from Goodlad's office at the University of Washington. Bloom's master's thesis which surveyed the teacher perceptions of involvement in partner schools, and minutes from various sources such as the first and present Partner Schools Committee, the Governing Board, and the Coordinating Council of the BYU-Public School Partnership. As the research progressed, various documents were developed which became models of expansion and are found in Appendix C. These models were also used to document the process of this study (See criterion 2 and 3 in Appendix B.)

Duration

The study was conducted over a 9-month period, beginning with the September 1989 school year and ending May 1990. This time span allowed for description of preexisting circumstances and a description of changes that took place during the year. (See criterion 1 in Appendix B.) Preliminary work is listed in the audit trail in Appendix A, which began in June of 1989 and was a means to selecting the case study and the sites.

Data Collection and Analyses

As with all qualitative studies, the observer becomes the main instrument. Therefore, it is appropriate to understand my background as the observer/researcher. During the past 24 years, I have been a teacher at various levels: four years as a pre-school teacher, two years parent trainer, three years with my husband presiding over an LDS mission, four years as an elementary

public school teacher, and 24 years as a mother. I have lived in Hawaii, Pennsylvania, Fiji, Samoa, and Utah. During that time educational reform has been a primary focus in my life. I saw that current educational practice was failing to meet needs of children, as shown by frustration and boredom. I resolved, along with my husband, to assist wherever I could in increasing educational awareness on the part of parents and teachers that would, in turn, improve school life for students. I was educated as a secondary teacher of music and English; and later I received an elementary certificate and a gifted and talented endorsement. As I traveled to various places in the world, I initiated pre-school opportunities for our children as well as others using Montessori principles to guide my instruction. I supplemented the school work of our children as much as I could when living in foreign countries and looked forward to better opportunities when returning to the United States in 1984. However, it was obvious to me at that time that American education was in a serious condition, as evidenced by A Nation at Risk report and the Holmes Report (1986).

The BYU-Public School Partnership provided a hope for change. Through it our son and daughter participated in summer sessions called the Bright Ideas program that stimulated higher order thinking skills, given them problem solving strategies, and put them in contact with equally agile thinkers. My husband, an education professor with BYU, began coordinating work in a partner school. We observed extensive changes in teacher attitudes, skills, and research abilities. I began teaching in a public elementary school that was designated as a focus school in the area of reading through the BYU-Public School Partnership.

After teaching four years in a focus school, I believed that being a partner school would further advance education for our students, so I proposed to my principal that we request partner school status. We then made an appointment with the Dean of the College of Education at BYU to make a request. We were told that other principals and teachers had requested involvement, but that there was no provision to allow them to be included because of the present structure of the partner schools assignment. I believed that something as advantageous as the partnership needed to be shared with other schools. I made the suggestion that a good master's program might focus on discovering a way to provide for expansion of partner schools. So I obtained a professional development leave from my district, gained admittance into the graduate program in the Elementary Education Department at BYU, and secured an assistantship to finance my year's work.

Soon after my acceptance into the graduate program, I attended a conference about partnerships in Hawaii. Through partnerships many people from business, elementary, secondary, and universities were coming together to solve educational problems and needs. I became aware that the educational problems being discussed were similar to those in Utah and that the BYU-Public School Partnership was an excellent forum in which to view how partnerships at work, I selected partner schools as my case study for my master's project.

I attended various meetings where the partnership and partner schools expansion was discussed. These included:

1. BYU College of Education Faculty Meetings
2. BYU Department of Elementary Education Meetings

3. BYU field faculty meetings
4. BYU 370-400 course work faculty meetings
5. Monthly Partner Schools Committee Meetings
6. Strategic Planning Committees
7. Three Coordinating Council Meetings
8. One Governing Board meeting
9. Two Partner Schools Linking Conferences
10. A Partnership Conference sponsored by the G/T Task Force
11. Four district meetings to plan and implement an expansion model
12. Three partner schools coordinators meetings for expansion models
13. Weekly coordinating meetings with field faculty to assist in supervising BYU preservice students.

As an observerparticipant, I was active in conveying relevant information from one body to another. Participants were sympathetic in making and keeping appointments. I also prepared documents summarizing the accomplishments of the partner schools and submitted them to the partner schools committee for review and acceptance before presenting them to a larger audience. These documents included a suggested model for expansion, a correlation of Shift in Focus goals which was a report from a committee commissioned by the state of Utah as a mission statement, with partner school goals, and a collaboration on a district expansion model. (See criteria 2, 3, 5, 8, 9 in Appendix B.)

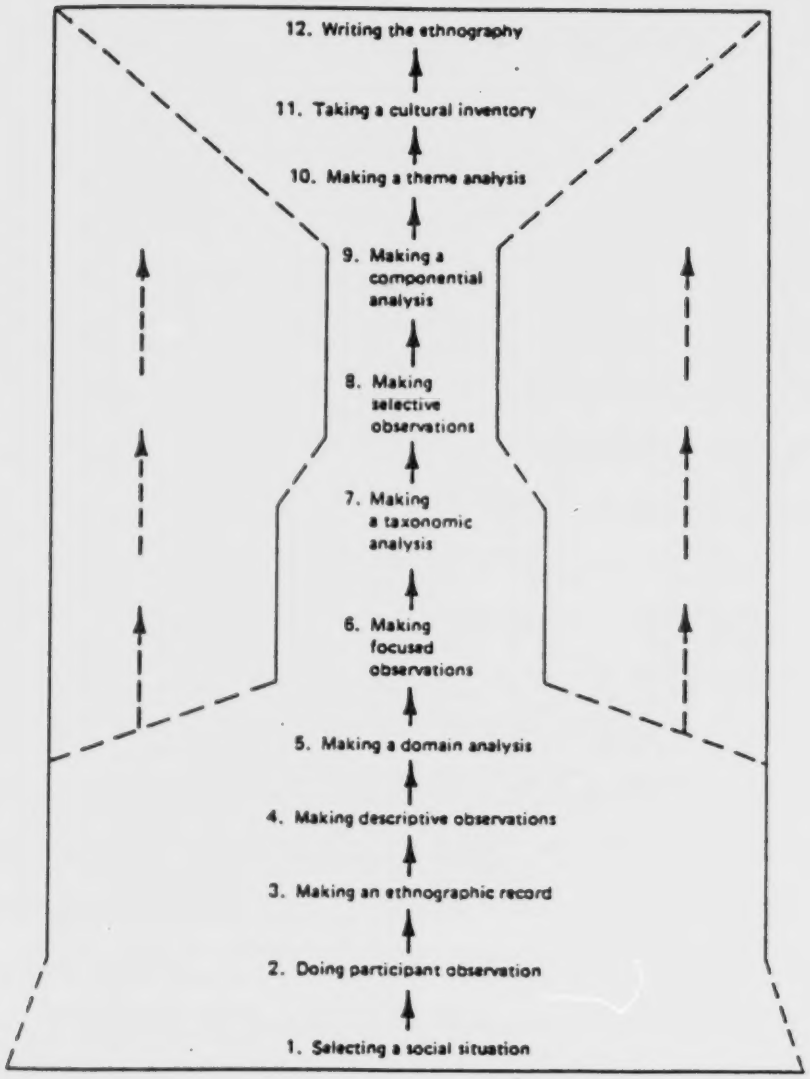
Because one of the university's partner school facilitators is my husband, we have talked about how building partnership affects both the professional and personal lives of those involved. As the study progressed, we collaborated

with school personnel in the development of an expansion model which was piloted in the Nebo school district. I note that because my school is applying for partner school status and that my husband is a university partner school facilitator, I may have possible bias as an observer. I have attempted to offset possible bias by recognizing its possibility and be wide triangulation of all issues to produce information as accurately as possible. (See criteria 2, 4, 6, 7, 13, 15 in Appendix B.)

The qualitative research or naturalistic inquiry method used in this study consisted of a cyclical process called the Developmental Research Sequence (Spradley, 1980). This process allowed issues to emerge and then guide questions in further interviews. The various steps (Figure 2) in this process included participant observation producing an ethnographic record, making descriptive observations, domain analysis, focused observations, taxonomic analysis, selected observations, componential analysis, cultural themes analysis, cultural inventory analysis, and ethnography .

From this cyclical process many domains emerged which bear on the issue of expansion of partner schools. The domains were then used to discover the conditions necessary for expansion of partner schools (Spradley, 1980, p. 104-5).

The first step in uncovering the domains was listing the kinds of problems which recurred in interviews, meetings, and casual conversations at a university level which affect expansion of partner schools. When the problems were listed, they were included in interviews as a means of triangulating the observations made. As the problems were confirmed by interviewers in the process of triangulation, I accepted the problems as accurate descriptions.


12. Writing the ethnography
11. Taking a cultural inventory
10. Making a theme analysis
9. Making a componential analysis
8. Making selective observations
7. Making a taxonomic analysis
6. Making focused observations
5. Making a domain analysis
4. Making descriptive observations
3. Making an ethnographic record
2. Doing participant observation
1. Selecting a social situation

The D.R.S. steps begin with a wide focus, surveying many possible social situations. When one is selected, the research includes the *entire* social situation from Steps 3 through 12. However, there is a dual focus, one narrow, the other broad and holistic. The ethnographer continues to use the skills learned in Steps 4 and 5 while at the same time focusing observations on selected cultural domains. Toward the end of the project the focus expands again to make a holistic description of the cultural scene.

Figure 2. Developmental Research Sequence (Spradley, 1980, p. 103).

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After I completed the domain analysis, I made a taxonomic analysis to see how the problems were related to one another. From that analysis three major areas of concern were isolated that are discussed in the findings section.

The compilation of this information has not only resulted in a master's project but also as useful information for administrators in the BYU-Public School Partnership. The project is being submitted both to the Elementary Education Department and to the Partner Schools Committee, the Coordinating Council, and the Governing Board in an effort to add to the body of knowledge needed to make decisions and strategic plans for the future of the BYU-Public School Partnership.

Chapter 3

Portrayals

In this chapter I have attempted to describe people, events, feelings, and activities that represent various administrative groups within the BYU-Public School Partnership in an effort to provide "thick" description necessary for naturalistic inquiry. (See criteria #3 in Appendix B.) Seven groups will be described as to their present composition. Then a selection of dialogue from that group which illustrates thinking characteristic to the issue of expansion will be included.

Within the BYU-Public School Partnership there are three levels of administration: the Governing Board, the Coordinating Council, and a group of task forces and committees (Figure 1). An Executive Director functions as a liaison among the three levels. Supplementing the governance of the partnership are the College of Education at Brigham Young University and five public school districts: Alpine, Jordan, Nebo, Provo, and Wasatch. Within the College of Education, the Department of Elementary Education has been the most involved in developing partner schools. Within the five public school districts, six elementary schools have been chosen as partner schools. Within the Partner Schools Committee, a strategic planning committee has been designated to deal with the issue of expansion. Accordingly, the portrayals are as follows: Governing Board, Coordinating Council, College of Education, Department of Elementary Education, Partner Schools, Partner Schools Committee, and Partner Schools Strategic Planning Committee.

Governing Board

The Governing Board of the BYU-Public School Partnership consists of the superintendents from the five districts in the partnership, the Dean of the College of Education, and the Executive Director. The chairman is rotated among the Governing Board members by selection. They meet monthly to be informed by the Executive Director and others of events in the partnership, to make policy, and to monitor the direction of the partnership. Various reports related to planning conferences, raising funds and soliciting support for projects are made to the Governing Board by people within the partnership. Decisions made by the Governing Board are conveyed and implemented by the Executive Director. Subsequently, the superintendents inform their assistant superintendents, who are members of the Coordinating Council, of decisions made so that they can formulate plans for their own district relative to partnership activity.

In a meeting of the Governing Board where an expansion model was presented for consideration, these comments were made: "Looks like a good idea, but it couldn't work in our district because of the distances involved."

"I don't think there can be just one model that will work for all districts because we are all so different."

"Will the BYU coordinators be able to extend themselves to include that many schools? I think they feel overwhelmed with what they have now."

"Maybe each district ought to come up with their own expansion plan."

"Will there be any remuneration for teachers if they help with supervision of BYU students?"

After discussion the matter was referred to the Coordinating Council for their advice in the matter.

Coordinating Council

The Coordinating Council of the BYU-Public School Partnership consists of an assistant superintendent or other district representative from each of the five districts, an associate Dean of the College of Education, co-chairs of the Partner Schools Committee, chairman of the Partnership Inquiry Committee (PIC), Executive Director, and a number of others appointed as the occasion arises. The Council meets monthly under the direction of the Executive Director.

Essentially, the role of the Coordinating Council has been to hear reports from various committees within the partnership in order to be informed and able to coordinate activities. However, statements made at Coordinating Council meetings, made it apparent that most of the district representatives were not aware of what was happening in the partner schools within their own districts, much less in the partnership as a whole. Also, issues were to be brought before the Coordinating Council before moving to the Governing Board, but between September and January there were no monthly meetings which left the Council unaware of the emphasis the Governing Board had taken to support a large technological thrust involving a need for fund raising, management, and marketing. Consequently, many questions were raised as to the advisability of such involvement when basic questions relative to expansion within partner schools had not been answered.

In the March Coordinating Council these minutes were illustrative of the year long struggle for decision making relative to the issue of expansion of partner schools:

> After much animated discussion during the meeting of this partner school expansion issue, it became very clear that the lack of a positive action to

move this matter to a conclusion that has been delayed so often it is frustrating many dedicated people to the point of giving up. Therefore, the Council unanimously and strongly recommends to the Board that the expansion of the Partner Schools be delegated to the Coordinating Council to assign, monitor, maintain equity, and support for each Partner School within the given resources of the University and the districts to make each as successful as it can become (March 7, 1990 Coordinating Council Minutes).

The College of Education

The BYU-Public School Partnership began in 1984 with the vision of the Dean of the College of Education. From that point to the present,1989-90, there have been two other deans and twelve different department heads within the college. The deans have continued the interest and support in the partnership and partner schools.

Within the College of Education there are five departments: Elementary Education, Secondary Education, Educational Leadership, Educational Psychology, and Instructional Science. Each has had a different involvement in the BYU-Public School Partnership.

The Secondary Education Department has been involved with four Provo District schools as a part of the partnership. These are Dixon Middle School, Farrer Middle School, Provo High School and Timpview High School. One university faculty member is assigned to each school. An intern program for BYU students has been arranged with these schools. A student teaching handbook has been developed collaboratively with Provo School District. BYU students have been used to cover classes of public school teachers so that they could participate at an inservice session held at BYU. The university

representative has arranged for other faculty members to lecture on requested topics. Research has been carried out through various projects. Also an Orem High School Unified Studies class is being studied as a focus area.

In 1984 the Department of Educational Leadership developed a principals training program called the Leadership Preparation Program (LPP), as a direct result of partnership activity. In 1987 the LPP program received a grant from the Danforth Foundation which has been renewed each year. Much national attention has been focused on this principals' training model. A Gifted and Talented Endorsement Degree has also been developed in association with the Educational Psychology Department. Because of the high degree of involvement with a number of districts, a gifted and talented task force within the partnership was organized to correlate efforts. This task force has been very active, as evidenced by their assistance in sponsoring a G/T World Conference held in Salt Lake City in 1987 and in organizing and implementing a conference for the BYU-Public School Partnership in the fall of 1989.

The Educational Psychology Department is represented in the partnership by three task forces: Counseling/Guidance, Special Education, and Gifted and Talented. The G/T task force was mentioned in connection with the Educational Leadership Department.

In the area of counseling/guidance a mentor-internship program has been developed and implemented between selected secondary schools and BYU. A needs assessment has been developed, administered and reported to the Partnership Counseling/Guidance Task Force and the Governing Board. Two studies were completed for the Utah State Office of Education, a study of career development, and a summary of the outstanding counseling and guidance programs throughout the nation. These were reported to the task

force. A Shift in Focus Strategic Plan and a new comprehensive guidance and counseling proposal has been analyzed for professional program development and counselor preparation program refinement.

In the area of special education a task force of five teachers and five district personnel meet monthly to build partnership efforts. Two major thrusts have resulted from this collaboration: a preservice program and an inservice special education endorsement program. These programs were designed to accommodate the needs of both BYU and the public schools.

The Department of Instructional Science has a number of its faculty members involved in partnership work. Some of these projects include conducting individual research in a school; supervising interns; developing curriculum, training videos, and software; initiating reading programs based on current research; and designing a school library automation system. An instructional science faculty member is the head of the BYU-Public School Partnership Inquiry Committee (PIC) and two other instructional science faculty serve on that committee.

At a college faculty meeting held on March 1, 1990, the new president of the university, Rex E. Lee queried the faculty as to the worth of the partnership. "What's so important about the partnership? What is its history? What could the partnership hold--for public schools, for teachers, for the Education Department? The need for public service is critical in America. Education is part of the picture. Are we doing it right? What is the value of student teaching in preparing to be a professional teacher? . . . Education is where we (BYU) ought to make our best contribution [because we began as a normal school and our religious beliefs espouse eternal growth] . . . Is there a penicillin that can

come out of the College of Education and cure some educational problems? We must hire 40% new faculty over the next 10 years. What will be the criteria?"

After Lee's comments, various faculty responded at the meeting.

"The partnership setting is a delivery system. Research in education is where its at."

"In order to change schools, one needs to know the problems. In order to know the problems, one needs to be in the schools for an extended period of time in order to understand. But we are told that we, as education professors, are not as valued for this quest."

"The field experience can advise the research."

Later a summation was prepared by the chair of Elementary Education of the two views of the partnership and forwarded to President Lee. A portion of this memo is quoted below.

> In listening to those who oppose the partnership, I believe they do so for the following reasons:
>
> 1. They believe that the College of Education's responsibility in teacher preparation ends with the method classes. They would have the school districts accept the responsibility for mentoring the student teachers' ability to assume the obligation for student learning. As one professor stated to a field faculty member, "You should be a principal not a professor." They argue that business schools do not have an equivalent of student teaching; therefore the college does not have that responsibility.
>
> 2. They believe that resources used to support the partnership limit the opportunities for scholarly publications and national presentations. Reduced support for the partnership would allow the

productive publisher to schedule additional presentations a year, which would provide additional opportunities to present on the national scene. All trips for someone seeking to attend meetings for the purpose of gaining information would be eliminated, thus stimulating the desire for all to publish in national journals. The graduate program would also be expanded, giving greater opportunity for the college to be an influence in the nation.

3. They believe that after devoting years of effort and resources to develop a marketable educational skill, they should not be expected to conduct in-service workshops in the partnership without compensation. They argue that as lawyers and doctors do not give a their services free expecting education professors to do so degrades the profession.

4. They believe that devoting time to the partnership takes time that is needed to meet the expectations of the University. They point to those faculty who have accepted the time commitment of the partnership and forfeit consideration for rank advancement. They recommend that student enrollment be curtailed so all faculty could compete on the national publication scene.

As I listen to those who support the partnership concept, they do so for the following reasons:

1. They lament the lag between researcher's writing and teacher's modification of instruction. To lessen this time gap, they feel that public schools will be more receptive to implementing research if they are part of the action research process.

2. They believe that unless the ideas presented in courses taught by campus content specialists are modeled by classroom teachers, the

effect will be minimal. The partnership is viewed as the means to have prospective teachers well-mentored in effective teaching. As expressed by one faculty member who elected to leave teaching on-campus courses to serve in the field experiences: "I am convinced that if the University is to impact education in the field, that it will come through the partnership. One of the big frustrations of my professional career was that what I taught on campus never transferred beyond the classroom on campus. I am in a position to facilitate that transfer through the partnership."

3. They believe that many students in public schools are in jeopardy. They hypothesize that schooling can best be improved through cooperative efforts of the public schools and the University. Achieving the goals of improved preservice, inservice, curriculum development, and research is time consuming, and the united effort is necessary in the process of renewing schools. Research in and of itself has been and will remain ineffective.

4. They believe that a prospective teacher should not be certified until evidence is furnished that the result of teaching was student learning. This concept is the cornerstone for the commitment of those who serve in the teaching practicums (March 15, 1990 letter to Pres. Lee from Elementary Education Dept. Chair).

The contrast in belief is apparent, with both groups manipulating for acceptance; some going beyond the college for support. The decision as to which philosophy will prevail or whether a balance will emerge that will focus on recognizing individual worth is of utmost importance. The present employment guidelines [of hiring well-published full professors] will eventually

tip the scale in favor of those who advocate less, if any, serious activity in the partnership."

Department of Elementary Education at Brigham Young University

The Department of Elementary Education has been a major force in the College of Education in the process of public school collaboration and renewal. However, within the department faculty members are usually assigned to teach either field courses or on-campus courses, and functions of the two groups vary considerably.

The primary role of the on-campus faculty is to teach classes on the campus and do research and writing, with a class load of one or two classes a week. The primary role of the field faculty is to teach seminars three hours a week to practicum and student teachers and supervise these students with weekly visits in the field. The number of students supervised by a field faculty member ranges from 15 to 32, although when over 18 students are supervised, the faculty member is provided the help of a graduate student or part-time faculty to assist in the supervision.

There are six field faculty who do not work in partner schools. These faculty work mainly with the introductory field experience, which consists of a daily two hour experience in the public school classroom and a seminar. Of the six faculty, three are women--two of whom have their doctorates, and three men--one of whom has a doctorate degree. All the others have or are in the process of completing their master's degree.

There are six faculty who work in partner schools. Three women, one is completing her doctoral dissertation, another has been accepted into a doctoral program, and the other has a master's degree. There are three men, all of whom have doctorate degrees.

Some field faculty in partner schools have been curriculum specialists in reading, language arts, and children's literature, while others have their major preparation in educational psychology and educational philosophy. Most have worked up through the ranks, having started their careers as elementary classroom teachers, and two became principals before coming to the university. One became a university professor without working in the public schools. Later, he worked on an exchange program and taught in the public schools for a year. Though their training and preparation have been different, all field faculty share the belief that the most important part of preparing teachers is in the public schools and share the experience of having worked there before the partnership was established. They have made a deliberate, professional decision to affiliate with the public school partnership.

To adequately portray the work of the field faculty, I followed them around in their day's activities. As a graduate student doing research on exapanding partner schools, I was invited to faculty meetings, committee and subcommittee meetings, discussions, and casual conversations where expansion and partner schools business was discussed. I had the opportunity to work closely with two different field faculty members as an assistant supervisor to practicum students and student teachers. Under their direction I made classroom observations and evaluations of the students and was instructed by the field faculty to evaluate and reinforce concepts taught in on-campus and field courses, to use evaluation forms developed through district and university collaborations, and to conduct conference and reflection sessions with preservice students.

As I viewed the work of the field faculty, it was apparent that their task was multi-faceted. The university faculty members' responsibilities included teaching three hours of course work a week and evaluating each student once

a week in a direct observation followed by a one-on-one conference. Coupled with this were committee assignments at the university such as the Admissions Review Committee, Faculty Advisory Council, Travel Committee, Advancement in Rank Committee, New Faculty Search Committee, Graduate Faculty Committee, and Advisement of the Students Professional Teachers Organization. The field faculty are members of regional and national professional organizations where they submit papers and attend conferences. Several are officers in professional organizations. Partnership work includes a monthly Partner Schools Committee meeting and in some instances attendance at the monthly Coordinating Council. Often major partnership conferences have necessitated yet other meetings. Individual school contacts are necessary with cooperating teachers and principals to convey information about inservice seminars and research projects, to ascertain needs in preservice and curriculum, and to discuss problem areas.

Two field faculty members must travel an hour and 15 minutes daily in order to observe their students. For those who are working with more than two schools, extended travel time is also involved. By late afternoon, the field faculty return to the university for committee work and seminar preparation. Thursdays are department faculty days, which necessitate more time on campus than in the schools. The work of the field faculty is labor intensive, as evidenced by this statement from a faculty member returning from a busy Monday: "By Monday afternoon, I have had more contact hours with students than on-campus faculty have by Friday."

At the beginning of the 1989-1990 school year, the field faculty were being pulled to perform in two different directions: Additional schools were requesting partner school status within the partnership which would mean

extension of faculty assignments to include more than their one original school; and the administration at BYU were noting that more research needed to be published by the department in national journals. Partnership activities, writing and publishing take significant amounts of time along with the fact that they were already carrying full loads. Frustration and discouragement were evident in their comments at faculty meetings: "I have taught many years on this campus and have never felt more unappreciated as I have this year." "I didn't get much sleep last night because I woke up too early thinking about [a certain college study about another university that indicated professors had withdrawn from supervising student teachers in order to focus on research. Strong feelings of abandonment had been expressed by those schools after five years of involvement]. "I thought about that-- incredible, depressing--it was totally depressing. Their responses were bitter. ---said time and time again to say something positive, and they couldn't."

The intimation was "Is this where the BYU-Public School Partnership is headed if we are to meet university requirements for research and writing?"

Throughout the sorting process, the following feelings surfaced. "I see a value in expanding the partnership to other schools, but I am concerned about the process."

"I enjoy working in the field more than I enjoy writing. However, I want the partnership story to be told to a national audience through publications, and so I am working toward a way to accomplish that and still carry my present responsibilities."

"I would like to share the role of supervising BYU students, but I am worried that it will overwork the public school people and dilute my own influence."

"I am fearful that a new chair will be more research oriented and will jeopardize partnership involvement and field work."

"I want rank advancement and feel my work in partnership should be considered as part of the proof of scholarship and creative productivity."

Some do have the desire to expand the partner school concept. For example, one faculty member cited a meeting with the Partner Schools Committee where BYU faculty and public school teachers and principals meet once a month: "I think it's rather important that we see that we have dual issues at stake here. One of them, is how to spread ourselves across the school to meet the needs of field students, The other one, is how to spread ourselves to meet the needs of the partnership. I think that if we need to spread ourselves across two or three schools in order to meet the needs of our field students, then we need to figure out how to do that."

Another faculty member gave feedback on the public school teachers' response to the statement that BYU faculty were being asked to write more and be in the public schools less: "We had a cooperating teacher meeting this morning and [two teachers] just shared some of the dilemma we're feeling. I felt like some of the defensiveness, even though it was pointed in our behalf, was because I think they resent the fact that maybe we'll be pulled into our office for a day or two days a week in order to ponder and write. They see it as two issues. 'We'll give you up if it's serving other people, but can't you have the ghostwriter or can't you pair with someone else who's very gifted in writing, so it takes less of your time to tell our story?'"

A suggestion was made that public school teachers who are already highly committed would be asked to assume more of the supervision role for BYU students. One teacher had this to say: "What you're asking me to do is do

my regular work, plus take over part of your job in supervision, and will I get credit or a stipend from BYU, or what will happen?"

"Other teachers said: 'Give us some options, and we can probably make it work.' They weren't defensive. They just said, 'We're always saying that the people who help us the most sometimes aren't always the ones who are nationally recognized. But the other people are so busy being nationally recognized, they'll never help us. So don't ask us to give you up to go get recognized.'"

Another issue was brought up as a part of this same meeting when it was recognized that a new department chair was going to be appointed after this year. The issue then centered around whether the new chair would bean on-campus researcher/writer or field oriented. The consensus was "When the boys upstairs are trying to get you to research and write, they're going to get somebody who's a model." This, then, would jeopardize the partnership and the field faculty's use of time because there would be a lack of administrative support for partnership work. The appointment of the chair was to take place in the spring, so the question of expansion for the partner schools taking place during this year could become moot without the support of a chair who understands partnership involvement.

The final issue was illustrated by the comment of a faculty member from another department who recognized that "unless a person was already a full professor, one couldn't afford to work in the partnership." This comment indicated that there is not time to be outstanding in writing and publication at the same time one is devoting a major portion of time to partner schools, supervising students in the field. The field faculty's response to this comment was "to expand the notion of productivity to include the type of work done in the

field such as being creative in developing an original model for expansion of partner schools in the review for rank advancement."

This, then, was the feeling of the field faculty of the Elementary Education Department during the beginning months of the 1989-90 school year. The following issues were discussed consistently throughout the year:

1. Is the partnership finished due to the administration's emphasis on writing which will cause the university field faculty to pull away from the partner school?

2. Will the new chairperson further diminish the role of the partnership in the department?

3. Will a limit be placed on the number of BYU students entering the teacher education program in order to provide more time for faculty writing?

4. If partner schools are expanded, can the faculty still find the time for research and writing?

5. Could the definition for rank advancement be expanded to include creative work done in the partnership?

Partner Schools

At the beginning of this study there were six schools which were considered fully accepted partner schools of the BYU-Public School Partnership by the Governing Board. Membership meant that a BYU faculty member and students were already associated with the school and that the school had agreed to implement the four functions for improved teaching and learning: namely preservice, inservice, curriculum development, and inquiry/research. It also meant that the Governing Board had formally accepted the school into the program.

In addition to these six original partner schools, three other schools had formally appealed through a signed letter submitted by the faculty and principal to the Dean of the College of Education and later to the Coordinating Council and Governing Board for acceptance as partner schools. One other school was also asking for involvement as a partner school by way of a personal interview with the Dean by a teacher and principal. Other schools had expressed informal queries about what it took to become a partner school because of benefits such as BYU students helping in their classrooms.

When letters were presented to the Coordinating Council requesting partner schools status, no agreement could be reached unless the issue of equity was addressed. One district administrator said, "I want more partner schools in my own district. Why should others be allowed and no provision made for our district?"

Realizing that it would probably be a long term wait before a policy was established for other schools to be accepted as partner schools, the faculties and principals decided to involve themselves in as many ways as possible with partner schools. BYU faculty were already in their schools with BYU students, so the principals and teachers were invited by the Partner Schools Committee Chairman to attend the monthly Partner Schools Committee meeting where plans for conferences and issues of organization and process were discussed. Their faculty attended partnership conferences and contributed in various sessions. As interviews illustrated, these principals showed cooperation and innovation in their actions to demonstrate that they were truly acceptable as partner schools.

The current partner schools welcomed these partner school applicants. In one instance, the principal of an applicant school was the roommate of the

principal of an existing partner school. In another instance, the principal of an existing partner school had been transferred to a school which applied for partner school involvement. While the Governing Board attempted to address the equity issue, assertive university and public school people took the initiative to conduct partner school business on an expanded level. One university coordinator and a district administrator developed an expansion model for their district. More will be written about this in the expansion models section of Chapter four. However, as the issue of equity was discussed in Partner School Committee meetings, it was obvious that beyond the three schools that had applied formally , the involvement of additional schools would make the numbers unmanageable in committees and BYU faculty loads, unless strategic planning was initiated.

Partner Schools Committee

The Partner Schools Committee is a combination of representatives from the public schools and the university who meet once a month to discuss partner schools business. Each public school is represented by the principal, a teacher leader, or asst. principal, and the university field faculty working with that school. The department chair attends regularly, and the dean of the college comes frequently. Towards the end of 1989-90 school year, the Executive Director of the Partnership was asked to attend on a regular basis so he would be adequately informed of their activities.

The committee is co-chaired by one public school person and one university person. Their agenda have included arranging for inservice seminars, organizing and making assignments for linking workshops, enlisting help and ideas for upcoming conferences, documenting goals from workshops, and discussing expansion of partner schools. Therefore, the business of

Partner Schools Committee meetings has involved discussing the issues relative to expansion. University faculty and administration were invited to present their needs. Public school teachers and principals expressed concerns which centered largely around the loss of close contact with university faculty if the management structure changed. When the university presented the added dimension of increased time away from partner schools so the faculty could write more national publications, the response from the public school people was a sense of loss and a willingness to give added support. "I am committed to keep [BYU coordinators] in our school and if I have to write articles for them, I will do it."

"Couldn't we take on more of the supervision of BYU students, so you could write? You [BYU faculty] could still teach the seminars, but we could do the weekly observations if we firmed up expectations and evaluations."

The plea was then made to the Coordinating Council to formulate a plan for expansion; however, the Coordinating Council did not meet that month or for the next three months. Predictably, their frustrations were felt by the people on the Partner Schools Committee, so the Partner Schools Committee selected their own committee to deal with the issues. As expansion had not yet been accepted as the course of action, the committee was given the name of Strategic Planning Committee rather than Expansion Committee.

The Partner Schools Strategic Planning Committee

This committee, selected by the co-chairs of the Partner Schools Committee, consisted of a university faculty member, two principals from schools--one an already existing partner school and the other an applicant school, two teachers and myself as recorder and active participant.

The Strategic Planning Committee met for three consecutive weeks to discuss issues and problems dealing with numbers, finances, committment, along with location of schools, types of school calendars (traditional, year-round, and extended day) and the time of BYU faculty coordinators. At the conclusion of the meetings, a report was presented to the Partner Schools Committee on December 13, 1989. (See Figure 3.)

The Partner Schools Committee appointed the chair to forward the document to the Executive Director of the Partnership to convey to the Coordinating Council (which was not meeting) and ultimately to the Governing Board. The document was received by the Governing Board and referred to the Elementary Education Department of BYU so that the faculty there could be invited to submit a strategic plan. The field faculty of elementary education had already received the plan at the Partner Schools Committee meeting, and so the process had come full circle with no action taken. It was later learned, however, that the input from the Strategic Planning Committee prompted the Executive Director of the partnership to arrange for the Governing Board and Coordinating Council to participate in a strategic planning session of their own, conducted by a professional planner.

COMMITTEE MEMBERS WHO ATTENDED AND PARTICIPATED:

Chrm: Kathryn Spencer - Principal at Cascade Elementary (extended day school)
Patti Harrington - Principal at Sunset View Elementary (year-round school)
Cyndy Austin - Teacher at Alpine Elementary (traditional school)
Frank Harmon - BYU
Marie Tuttle - BYU
Melanie Harris, Recorder

PROBLEMS:

1. This monthly management meeting is getting too large to effectively interact and problem solve.
2. Financial considerations - Intern? Coordinator?
3. Lack of total commitment to Partnership by teachers in public schools.
4. Geography - BYU students don't want to drive to Jordan District.
5. Year-round schools depend on 310 students for intersession classes.
6. BYU coordinators have limited time to handle additional schools. Who would do that?

GENERAL SOLUTIONS:

1. Expand SLOWLY. Have Partner schools committed and well functioning in the Partnership before inviting additional schools in.
2. Candidate schools should meet specific requisites before being seriously considered.
3. Acceptable candidate schools would be assigned a "Lead" school. Our present 9 schools would be the initial "Lead" schools. Each could take 2 sister schools.
4. Only the Lead schools would attend monthly management meetings. It would be their responsibility to serve as liasons between sister schools.
5. After a probationary period (to be determined), the sister schools could become Lead schools and train additional candidate schools. (This means the Partnership would triple in the number of schools participating.)
6. For the present, it was felt that a BYU advisor could easily manage 3 schools:
   a. all schools being served concurrently, or
   b. the BYU advisor rotating each term or semester between the 3 schools.
7. It does not seem necessary or even desirable to assume that every school will want to join the Partnership. But that does not mean that the benefits and knowledge of the Partnership could not be shared with non-member schools.
8. The Partnership will be stronger and more effective if it is carefully groomed at schools with total committment. Growing too soon, too fast could be disasterou

SPECIFIC IDEAS IN THE 4 AREAS OF PARTNERSHIP:

1. INQUIRY (RESEARCH) (This is the least understood and appreciated area.)
   1. Teachers and Principals should be willing (yes, even excited!) about publishing ideas, successes, and student achievement.
   2. The BYU Advisor would assist the school in gathering data, and then take the lead in writing articles (co-authored by the teachers) for publication.
   3. It is expected that public school teachers regularly read professional journals and have opportunities for discussion and brainstorming.
2. INSERVICE
   1. Provided by classroom teachers for other teachers (within 3 school triangle?).
   2. Provided by BYU Advisor to meet specific needs of his assigned schools.
   3. Provided by BYU for large-scale conferences.
3. CURRICULUM DEVELOPMENT (using "release time" during school hours)
   1. Under the direction of the Principal and in-house teacher teams.
   2. Assisted by BYU advisor, and others upon request.
4. PRESERVICE (This is the "hot" item)
   1. Use Triangulation model for supervision and teaching.
   2. Assign only 370/400 students to Jordan District to simplify travel.
   3. Rotate BYU students between sister schools. Don't saturate one school only.
   4. Strenghten intern program to prepare better candidates.
   5. Pursue concept of using an intern to create an Asst.Prin/Coordinator.

Figure 3. Report of the Strategic Planning Committee December 13, 1989.

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Development of Expansion Models

At the same time that the Partner Schools Strategic Planning Committee was meeting to discuss expansion needs, public school personnel including principals and district leaders began meeting to discuss models for expansion independent of partnership administration approval. At one of the initial Partner School Committee meetings of the 1989-90 school year, I developed an expansion model to solve issues that seemed pertinent to partner schools (Appendix C). At the same meeting, the Chairman of the Department of Elementary Education presented alternatives relative to university needs. As this alternative focused around financial resources, it was not thought appropriate to include as a part of this document.

In the Nebo District, a district leader, a principal, the BYU coordinator, and I created a plan to include three other schools in that district as partner schools. It was called the Nebo Expansion Model and was implemented in January 1990 (Appendix C). The Coordinating Council was aware of the implementation taking place, but the Governing Board still had not decided policy regarding expansion. In the next several months, another BYU coordinator for a partner school conferred with Provo District leaders and created yet another model for expanding partner schools. Later the Jordan School District along with another BYU coordinator organized another a plan for their district. At the date of this writing, the Alpine District leaders are meeting to form a plan of expansion for their district. Each plan is unique to the district in which it was originated and yet similar conditions are common in each plan. These conditions are how the university coordinator interacts in the school, how the university students are assigned, how supervision and instruction takes place, how teachers use their discretionary time when

university students are in their class and how all these conditions are coordinated. Further discussion of these conditions will take place in the findings in Chapter Four and more specific outlines are found in Appendix C.

Chapter 4

Findings and Discussion of Findings

This study was conducted to explore issues arising from the desire of more teachers and principals in elementary schools to participate in the BYU-Public School Partnership and in particular the operation of partner schools in order to determine what conditions would be necessary for growth in partner schools to occur. After determining conditions necessary for expansion, a model was developed. The major research question was "What is going on here?" (Rist, 1982, p. 440). The areas of focus were:

1. The number of schools actually designated as partner schools in the 1989-90 school year and the number of schools wanting to be partner schools
2. Characteristics of a partner school
3. Expansion of partner schools
4. Identification of conditions for expansion
5. Development of an expansion model

Number of Partner Schools

In the fall of 1989, six elementary schools had been accepted as partner schools: Alpine, Cascade, Draper, Larsen, Timpanogos, Westridge. Three other schools were awaiting approval by the partnership governing bodies: Barratt, Manila, and Sunset. At the close of this study in May of 1990, three schools from the Nebo District were seeking partner schools status as a result of the expansion model: Salem, Santaquin, and Taylor. Two other schools in that same district were being prepared for a pilot partner school experience in the 1990-1991 school year: Mapleton and Wilson. Other districts were

contemplating expansion, but no schools were specifically approached for implementation.

Characteristics of Partner Schools

The characteristics of partner schools should be innovation and renewal, as demonstrated by the climate of the school, leadership of the principal, openness of the faculty, number of preservice teachers assigned to the school, and presence of a university faculty member to oversee the coordination of student assignment and cooperating teachers. The four functions of a partner school are: preservice, inservice, curriculum, and research/inquiry.

The six schools currently functioning as partner schools in the BYU-Public School Partnership exhibited different degrees of involvement in the four functions of the partner schools, which are preservice, inservice, curriculum development, and research/evaluation activities. All six schools were involved with preservice education or teacher training for BYU students and inservice education for cooperating teachers. Four schools were involved with advanced curriculum projects. Only one school had a documented research committment.

Partnership and collaboration consisted of conferences where ideas were shared, or ideas were generated within groups. Other partnership work involved the university faculty sharing research, arranging for inservice, and cooperatively supervising. A number of public schools teachers and a university faculty member were able to present at state and national professional conferences. In one instance, they were invited to present research on partnership work in Canada.

A typical response from partner school personnel was represented by this statement from a principal: "Being a partner school is where it's at. More

school renewal has taken place in my school since becoming a partner school than anything else we have done in the last five years."

During this year, knowing the actual number of partner schools has been ambiguous due to pending decisions, an unclear approval process, and a variety of expansion models. Therefore, in summary, six schools are functioning in at least two of the four functions of partner schools. One school is functioning in all four areas. Three schools, which had requests for partner school status pending prior to this study, now have guidelines outlined for their acceptance and are in the process of reapplying. Three other schools, which have been part of a district expansion plan, will apply after a year's participation if approval is voted by their faculties.

Expansion of Partner Schools

Based on comments taken from field notes, expansion was considered from differing points of view. For example, some on-campus university faculty not involved with partner schools wished to eliminate the partnership entirely, as it was using resources they would desire to use differently. Some field faculty on the university level did not wish to expand partner schools, as they felt sufficiently challenged to meet present needs of supervision and feared that expansion would further complicate the process. Others on the university level felt that expanding to more partner schools would improve teacher preparation, cause school renewal, and provide a way for such university expectations as more research and writing to be met. As the university needed more quality placements for preservice students, partner schools would provide a more complete experience.

Public school personnel would like to see partner schools expanded. Three schools were eager to become partner schools. A BYU coordinator and Nebo district leaders have created and piloted an expansion model which would include the original partner school and three pilot partner schools, and they have developed plans to include two more schools and another university faculty member for the coming year. (See Nebo Plan in Appendix C.) Provo district has a plan fully developed on paper with a number of coordinating meetings toward actual implementation. Jordan district has a plan on paper and is in the process of strategic planning but prefers to call it an "extension" rather than expansion. Alpine district is forming a plan with a paper representation forthcoming. These various expansion plans are found in Appendix C.

Expansion is taking place whether there is agreement that it should or not as district and university people are collaborating to meet immediate needs. The public school personnel have seen the need for expansion so that they can participate in renewal activities. The university faculty understand that their role in the partner schools is changing because of demands being placed upon them from the administration. Changes are taking place as districts organize themselves and university field faculty augment their role description to include other schools and publication responsibilities at the same time.

Conditions Necessary for Expansion

From the findings of this study, three areas of concern, affecting both the public schools and the university, must be addressed in order to create conditions for expansion. The first condition necessary for expansion is better philosophical agreement among the deans' council, field faculty, on-campus

faculty, first-year faculty, and public school personnel on the role of the university coordinator working in partner schools. The second condition critical to expansion is a more supportive and representative administrative structure at both the governance level and the implementation level of the partnership. The third requirement is the establishment of a formal communication cycle to convey information about expectations, and supervisory training, and other aspects of work in the partnership. (See Figure 4.) These conditions were initially uncovered as problems noted in various meetings and surfaced in interviews. Later, through continued cycles of observation and taxonomic analysis, the problems were classified into the three areas.

Condition Number One: Common Philosophy

One critical need of partner school expansion, and even the success of the partnership in any form, is agreement on a common philosophy about the worth of the partnership and the roles in the partnership. Differences in philosophy were represented by various participants of the study with statements like the following:

"What's so important about the partnership?... The need for public service is critical in America. Education is part of the picture. Are we doing it right?"

"I think involvement in the partnership is the most important thing that has happened in my school in the last five years."

"University resources are being spent in the partnership that would be better used elsewhere."

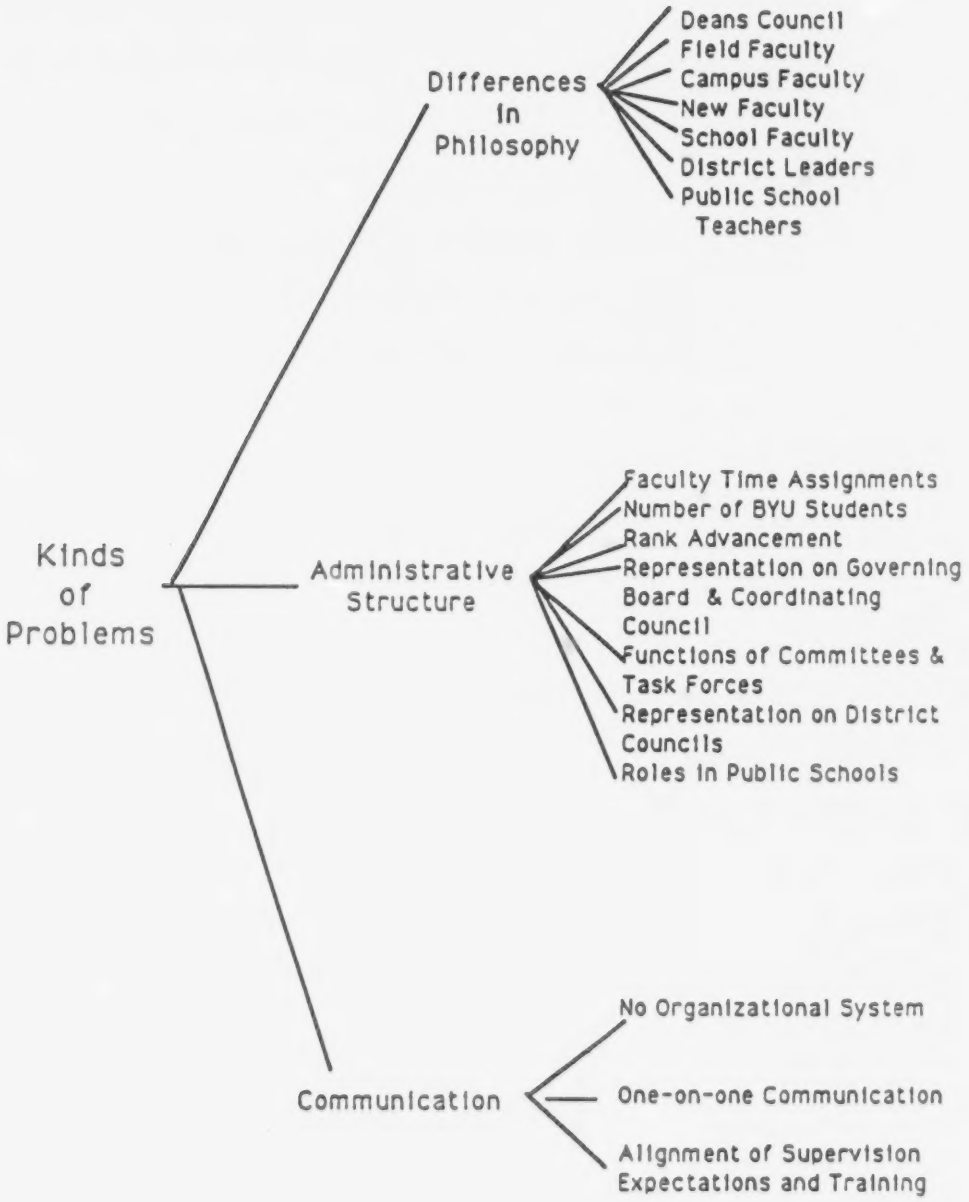

Figure 4. Taxonomic Analysis of Problems

"A faculty member can't afford to work in the partnership unless that person is a full professor."

"I want rank advancement and feel my work in partner schools sould be considered as part of the proof of scholarship and creative productivity."

"The executive director is not involved with partner schools sufficiently to be aware of needs."

"The partnership is the vehicle to renew schools and meet the challenge of today's problems in education. The university needs to do all that it can to see that the partnership is successful."

"The faculty cannot be as involved in the schools as they are because they are not meeting the university requirements for scholarship. They need to limit their activities there."

Although the Deans' Council said they were in agreement about the worth of the partnership and role of university faculty members working in partner schools, the education faculty did not feel the Deans' demonstrated a united front in support of the partner school faculty. Instead, the faculty expressed concern that two messages were being sent--one for partnership involvement with some published research while the other message was for a higher degree of published research and less involvement in partner schools.

The field faculty demonstrated a united body in their desire to participate in the partnership but were torn by the pressure to produce scholarly publications:

"There has been more renewal in schools from working in the partnership than by reading or writing any scholarly article."

"The level of service in the partnership goes beyond the university definition of service. We are organizing, creating, communicating in a more extended way than a one-hour inservice seminar."

"I have been teaching here for many years, and I have never felt more unappreciated as I have this year because serving in the partnership is not regarded as important as writing articles."

Another evidence of the wide difference regarding philosophy about the worth of the partnership and the faculty role in partner schools was expressed by on-campus faculty, who expressed resentment that department resources were being used to sponsor partnership activities such as linking conferences with the university and public school. Derisive statements were made about the conference planner. Some did not attend the conference. Their absence was noted by the public school people in attendance and categorized as typical of "ivy-tower behavior." Some faculty opposed to the partnership took their concern directly to the university's central administration rather than to the deans' office about the use of departmental resources to sponsor the linking conference. A few of these faculty have criticized the field faculty openly as lessening the impact of the department because their scholarly productivity has not taken precedence over their partnership involvement.

The first- year and part-time faculty in the department represent yet another dimension in differences of philosophy: "Idealists come to BYU with hopes for great fulfillment and opportunity for expression and become hurt by the confusion. . . . There is a need for a process of vision sharing. . . . The mission statement of the college and department needs to have the flesh and bones put on it."

"Servant leadership does not work for heterogeneous groups. There is a need for one who can pull diversities toward a common goal."

The public school personnel also demonstrated a wide difference in philosophy about the roles in the partner schools: "Are you asking us to take on more supervision for BYU students when we already have more than we can handle?"

"I am willing to write articles for (the BYU coordinator) just so we can keep him in our school because he is such a valuable resource."

"How does this represent a mutual interest when we (public school teachers) get no other remuneration for extra supervision?"

"Being in the partnership is causing my whole school to become more inquiry-minded."

Condition Number Two: Administrative Structure

A more supportive and representative administrative structure is the next condition needed for expansion. A number of faculty positions are not filled due to the requirements from the central administration advocating that only full professors with an established record of publication be hired. In the1988-89 school year the College of Education graduated 337 in elementary education, 274 in secondary education and 62 in special education. In the Elementary Education Department the large number of students are supported by a relatively small field faculty. There is a national shortage of Ph.D's as noted in several newspaper articles, and those available may not have the skills or interest in a field assignment necessary for partnership work (Daily Universe, Monday, Jan 22, 1990). This adds to the number of problems affecting partner school expansion.

Another major administrative issue is the present university reward structure, as represented by rank advancement. A department can recommend faculty for advancement if they meet the university criteria for publications in nationally recognized publications. The field faculty who are presently the major movers in partnership involvement are not publishing as widely as on-campus faculty. There have been numerous in-house publications concerning partnership involvement and research issues. There have been a numerous presentations at national conferences, as well as a second place award in a contest sponsored by the Association of Teacher Educators for the best teacher education program innovation in the nation. Heavy supervision loads diminish time available for writing, which is a major deterrent to publishing. Field faculty have recently come to believe they cannot be involved in the partner schools as they presently are and retain their university credibility regarding published scholarship.

Suggestions have been made to address these administrative problems. One plan was to hire more faculty to carry the teaching load and provide equity in time available for writing. Another suggestion was to establish a Partnership Center with building space, an appointed chair, faculty, and title and rewards administrated separately from university reward structures. The field faculty have formed a committee to draft a position paper to expand the notion of scholarly productivity so that creative partnership work would be included in rank advancement decisions. The public schools, being apprised of the university problems, have made their own suggestions in an effort to maintain the university's involvement in their schools. They have taken on more of the supervision load of BYU preservice students, and they have proposed strategic

plans for partner school expansion. Nevertheless, the administrative problems are significant.

Further, the administrative structure of the Governing Board and Coordinating Council of the partnership are also problematic. Representation on the Governing Board does not include teachers or principals, a situation that has caused difficulty in similar partnerships. Not extending involvement and ownership to all levels of the partnership was noted as a problem in the Southern California Partnership. Paul Heckman attempted to rectify that problem in his role as executive director of the Southern Maine Partnership by simultaneously involving superintendents, principals, and teachers. "He was careful to avoid a pyramid-like structure, with a governing board of superintendents and the dean of the college of education directing all activity from the top" (Sirotnik & Goodlad, 1988, p. 215).

The pyramid structure is found in the BYU-Public School Partnership. That this is causing a problem is evidenced by these statements from various meetings: "The partner schools and the Partner Schools Committee is where the 'rubber hits the road' in this partnership. And yet, the Governing Board is not aware of the action taking place here."

"These three schools have been waiting for acceptance as partner schools for a whole year. We have sent our requests to the Coordinating Council. They have sent the request to the Governing Board. The Governing Board has sent the request back to the Coordinating Council for recommendations. Where and when is the decision going to be made? We are getting very frustrated."

The role of the executive director in the partnership is also significant. "The role of the executive director may prove to be crucial" (Sirotnik & Goodlad, 1988, p. 219). Three characteristics have been outlined as being necessary for success in an executive director: persistence, authenticity, and ability to listen. More specifically, Goodlad states:

> One must be able to move readily back and forth between the culture of the school and the culture of the university, to have an understanding and an appreciation of the values of both, and to be perceived as contemptuous of neither. Increasingly, executive directors are learning the importance of being able to 'walk both sides of the street'"(Sirotnik & Goodlad, 1988, p. 220).

At the present time the role of the executive director is unclear. I conducted a job analysis concerning the role of the executive director of the partnership and triangulated the analysis with two other leaders within the partnership. The present director saw the role as primarily an administrator. The others contacted viewed the role as primarily an action role directed toward renewal in the schools. The present director has been effective in writing proposals and receiving funds for renewal projects. However, when decisions on partner school expansion had been pending for six months, the Governing Board and the executive director were moving toward establishing a technology center, which would necessitate a complex administrative and management process, without first addressing the needs of district personnel, principals, teachers and university faculty. Partner school personnel asked this question: "If the Governing Board and the Executive Director can't make a decision about

policy regarding expansion, how can they possibly deal with decisions regarding the complexity of implementing and marketing technology?" Goodlad's statement epitomizes the view of principals and teachers: "Partnerships must address the central business of educating children, youth, and teachers. The agenda must not be 'projects' around the edges" (Sirotnik & Goodlad, 1988, p. 222). It seems that the role of the executive director as typified by those who have been in the process of collaboration for thirty years is to insure that the central focus of the partnership is to educate children, youth, and teachers. "The executive director of the partnership must be capable of moving between the culture of the school and the culture of the university, to have an understanding and an appreciation of the values of both, and to be perceived as contemptuous of neither" (Sirotnik & Goodlad, 1988, p.221).

A more supportive and representative administrative structure and better defined and perceived roles within the partnership would greatly facilitate the success of the BYU-Public School Partnership and the expansion of partner schools.

Condition Number Three: Communication System

The last area of concern deals with the need for an improved communication system within the partnership. At present, communication occurs through relaying ideas one-on-one from university faculty to partner school personnel and vice versa, sharing information at committee meetings, and recording minutes at monthly meetings. Minutes of the Governing Board are forwarded to members of the Coordinating Council. Minutes of the various committees are circulated within the committee but do not go to the Governing Board or Coordinating Council.

A person was hired to prepare a partnership newsletter, but only functioned for a month because funds were expended. Communication is now limited to word-of-mouth. A major part of the responsibility to communicate has fallen to the BYU faculty working in the partner schools. Often this involves writing memos, delivering them, and making phone calls to each school over numerous issues. A lot of time is consumed that could be better used if an improved communication system were in operation.

Another communication issue is how expectations regarding preservice students are relayed from the university to the partner schools. Six field faculty deal with six different partner schools, and along with these, four graduate students help with supervision. The graduate students have expressed a desire for training to improve their supervision capabilities and increase the inter-rater reliability. Coordinating meetings are held with each BYU faculty and partner school, but often the meetings do not cover all issues, and minutes regarding needs are not widely circulated. One school participated in a national conference on assessment in partnership activities that could have been attended by more in the partnership if it had been known.

In concluding this section, it is obvious that the areas of concern, namely common philosophy, administrative structure, and communication system, are complex , and consequently leadership is needed to address the issues. At present the lack of congruence in the Deans' Council and at the department and faculty level are limiting progress. The problems are being discussed in many settings, but it seems to be a cyclical process with no decisions being made. Recently, however, a strategic planning session took place in which the Governing Board, the Coordinating Council, university representatives and

public school personnel spent two days delimiting needs and plans. It was hoped that the results of that involvement will help solve some of these problems.

Example of an Expansion Model

After the question of expansion of partner schools had been discussed for a period of five months, it was obvious that administrative decisions to aid expansion would be delayed. So a BYU field faculty member, a district administrator, and a partner school principal, and later myself, set about describing a partner school expansion plan that would work in the Nebo district. This plan became known as the Nebo Plan.

Expansion was being initiated because district leadership wanted renewal to take place on a larger scale. Further, the university faculty member was being asked to carry more students than could be realistically placed in one school. Also public school teachers and parents were concerned about one school handling the continual flow of student teachers.

As the details were outlined, it became clear that new ideas were being created to meet the needs of both university and public school faculty. Symbiosis, as outlined by Goodlad, was taking place. For example, teachers in the public school had been concerned over the large number of BYU preservice students placed in their partner school. As this expansion model was designed with that in mind, the preservice students were spread among three other schools. Consequently, the university faculty would need to travel to more schools, thus complicating supervision and communication. However, because of the symbiotic nature of this expansion, the university faculty need was

expressed, and was met by organizing councils who assumed a portion of the supervision and communication needs.

The expansion structure for partner schools in this model centered around the idea that for each function of school renewal--preservice, inservice, curriculum development, and research/evaluation--there would be a public school person who would coordinate the responsibility for that area. In addition, there would be a partner school coordinator in each school who would work directly with the university coordinator. Therefore, there would be a partner school coordinator, a preservice coordinator, an inservice coordinator, a curriculum coordinator, and a research coordinator for each school. These coordinators would meet as a district council on a monthly basis with the other coordinators from partner schools and the university faculty to discuss needs for each area. The partner school coordinators and the university coordinator would meet weekly with one council of coordinators. This is explained graphically in Appendix C.

Another unique aspect of this model is the Nebo Academy, a two-week introduction to the district and school organization for the university preservice students. This introduction correlates theory from university methods courses and professional literature to particular districts and schools. Ordinarily preservice students are placed into a specific classroom within two or three days of the beginning of a term where a cooperating teacher attempts to orient them to specific math, spelling, writing, and management programs. In the Nebo plan, all the preservice students meet together as a cohort group for the first two weeks of their 15 week experience. In that setting they are instructed by university faculty, and also by public school faculty, principals and district

curriculum specialists noted for their expertise in various areas. Over 50 areas of classroom and theoretical practice, including observation and scripting, essential elements of instruction, core curriculum, transitions, and planning, are addressed. (See Appendix C.) The preservice students meet for one day on the university campus, one day in the district office, and two days in each school prior to their specific assignment. The daily schedule involves an hour of general instruction on a topic and then a half-hour observation of that topic in a classroom where the preservice student observes and scripts what is happening. The preservice students then reassemble for a reflection session based on what they have observed guided by university faculty. Then follows another cycle of instruction, observation, and reflection.

After the preservice students have been assigned to specific classrooms and have gained sufficient expertise to take complete charge of the class for a period of time, the cooperating teachers in that same classroom attend the coordinating council meeting for which they have responsibility either preservice, inservice, curriculum or research/evaluation.

The academy enabled the preservice students to visit four different schools and 18 different classrooms over the two week period, which greatly increased their understanding of theory and practice in the teaching profession. On the other hand, the academy also enabled the professional teacher to share expertise with a broader audience than one classroom, also increasing the community of learning.

Summary of the Findings

It was found that there were six elementary schools accepted as partner schools. Three other schools had met the requirements outlined for partner

schools and had submitted letters for approval to the Coordinating Council and the Governing Board of the partnership. Their acceptance as partner schools has been delayed until a policy for handling expansion was created. Throughout the year the discussion of expansion was a heated topic. The central administration of BYU was questioning the worth of the partnership and expressed a desire to be better informed about its real value. Participants in the study were divided in their philosophy about the worth of the partnership and the roles faculty and administrators played. The governing bodies of the partnership were unable to formulate plans for expansion to take place. As this study ends, though various plans for expansion have been suggested, none have been accepted formally. The schools which have been applying for over a year were put off again in the May, 1990 Coordinating Council even though they were following a process outlined as a way to become a partner school. Throughout the year, the three applying schools continued to participate as if they were already partner schools: the principal and faculty attended partnership conferences and committee meetings; the faculty assisted in the supervision of BYU preservice students; and the BYU faculty coordinated inservice, research and curriculum efforts.

Based on mutual needs to handle more BYU students and meet district challenges to bring about renewal in more schools, a district leader, a BYU faculty member, and the researcher collaborated on an expansion model for including three more partner schools in a particular district. This model was implemented from January 1990 to May. Upon completion, the experience with the expansion model was evaluated and found successful. Based on their mutual satisfaction, both the BYU faculty and school personnel agreed to

extend the expansion to two more schools within the district and enlisted the aid of one more BYU faculty member. The implementation of this model was shared with other districts and university people looking for ways to solve their expansion needs. These districts began working on expansion plans of their own.

As a result of this study, three conditions seem necessary for the partnership and particularly partner schools to continue: a common philosophy about the worth of the partnership and role descriptions within the partnership, a more supportive and representative administrative structure, and a formally organized communication cycle. As of May 1990 several steps have been taken that are improving the conditions necessary for expansion: the Coordinating Council has been given decision-making power; the new department chair is expressing support of the partnership; less BYU students are being accepted into the professional teaching program and more graduate students will be given to assist faculty members; and faculty satisfaction will be possible as issues are addressed.

Chapter 5

Conclusions, Recommendations and Suggestions for Implementation

Conclusions

Based on the findings of the study, it was concluded that:

1. The elementary partner schools in the BYU-Public School Partnership have been functioning for five years with sufficient success in school renewal that a significant number of elementary schools are seeking involvement as partner schools.

2. Elementary partner schools in the BYU-Public School Partnership represent a unique form of collaboration. "BYU's work on Partner Schools is much more advanced than elsewhere in the nation... In the BYU Partnership we observed a number of such partner schools functioning in a more sophisticated fashion than many of the 'experts' are able to describe in their imagining about what such institutions should be like" (Interim report of May 22, 1990 from the NNER to the Executive Director of BYU-Public School Partnership).

3. Elementary partner schools in the BYU-Public School Partnership are at a critical stage. They have been through developmental and implemental stages. They are now ready to enter the expansion stage, but those elementary schools seeking involvement as partner schools cannot become partner schools because of the lack of three conditions: a common philosophy about the role of the university faculty in partner schools, a more supportive and

representative administrative structure in the partnership, and a well-developed communication cycle.

> People may wonder why "lighthouse" schools, successful teaching projects and leaders who innovate are not more widely imitated. Or, perhaps even more important, why these schools, projects and leaders seem so often to flicker brightly for a moment and then settle back to the routine. The answer is simple. Altruism and pride motivate those often unnoticed teachers who extend themselves to achieve much for their students and their schools. But the system's rewards do not go to those who produce the most achievement for the students and the greatest efficiency for the taxpayer. They go to those who play the game, stay out of controversy and stand pat. That is why the examples set by the best are rarely emulated (Carnegie, 1986, p. 87).

Partner schools are ready to bring the BYU-Public Partnership into its next stage of expansion and by so doing will present a model for national audience, however, conditions for expansion must be addressed before that can happen.

Recommendations

The following recommendations are based on the findings of the study and conclusions stated above. The recommendations are divided into two categories: recommendations for action and recommendations for further research.

Recommendations for Action

It is recommended that:

1. A policy and a procedure be established whereby elementary schools seeking involvement in the BYU-Public School Partnership may have guidelines to follow for acceptance as partner schools.

2. The governance levels of the BYU-Public School Partnership address the three conditions noted in this study: by developing a common philosophy about the worth of the partnership and better defining the roles within the partnership; by restructuring the administrative organizations within the partnership so that there is representation of teachers and principals; and by organizing a formal communication system within the partnership.

Recommendations for Further Research

It is recommended that:

1. A study be conducted on the BYU-Public School Partnership similar to this study documenting the action taken on pending partner school status in the 1990-1991 school year and the conditions for expansion which are implemented.

2. A study be conducted to further understand the unique collaboration that the BYU-Public School Partnership represents by contacting other partnerships in the NNER to note differences and similarities.

Suggestions for Implementation

Common Philosophy

1. All levels of the partnership collaborate in an evaluation of the success of the partnership in school renewal so as to establish the worth of the partnership. Guidelines outlined by the Carnegie report (1986) could be used for such an evaluation:

a. rising student achievement

b. improved school attendance

c. increased interest in school

d. growing number of schools wanting to collaborate

Other questions to be asked could be these:

Do we all understand why the partnership was established?

What have been the outcomes of the partnership over the last five years?

Are these outcomes significant in the quest for school renewal and better teacher preparation?

Is the partnership the best means for school renewal and better teacher preparation for BYU?

Is the partnership fulfilling the purposes outlined in the BYU and College of Education mission statement?

To what extent have we been successful in sharing the concept of the partnership?

What else could be done to build a better understanding and common philosophy about the partnership?

2. After the evaluation has taken place, a strategic planning session with a representation from the partnership as a whole should take place as a means of coming to a common philosophy about the worth of the partnership and for the purpose of defining roles in the partnership.

3. The results of this strategic planning session should be shared with the central administration of BYU as a means of informing them of the kind of support that will be required to sustain or curtail the work of the partnership.

Administrative Structure

After an evaluation relative to the success and worth of the partnership and a strategic planning session defining roles has taken place, the administrative structure of all levels of the partnership should be aligned so as to provide adequate support and representation.

At the university level:

1. Establish a Center for Partnership Studies as means to coordinate partnership and university needs. The center's efforts could be to:

a. Document partnership involvement throughout College of Education as a means to understand the extent of collaboration and possible duplications or exclusions.

b. Extend the existing partnership involvement throughout the College of Education so as to include more middle schools and high schools which will ultimately upgrade the quality of high school graduates applying for the university.

d. Expand the concept of partnership throughout the university as a whole as means to build collaboration within and among departments and colleges.

c. More fully inform the BYU central administration about the worth of the partnership.

3. Participate in redefining rank advancement criteria to include partnership work.

4. Develop a master's program to prepare teachers for partner school work by including training in:

a. Preservice supervision of BYU students

b. Inservice education

c. Curriculum development procedures

d. Naturalistic inquiry training and library/research technology

5. Develop an adjunct faculty position for master public school teachers trained in partnership work

6. Within the Department of Elementary Education develop partner school teams:

a. Eliminate the field faculty and on-campus faculty designations.

b. Instead organize partner school teams of a field faculty and an on-campus faculty (practicum specialist and a method specialist)

c. Partner school teams would also be research teams so that scholarly activity would be better represented in partnership work as well as equalizing teaching loads.

At the district level:

1. Develop partner school councils on the district level as suggested by various expansion models for the purpose of building a more supportive and representative administrative structure.

2. Provide professional development leave funds for master teachers to be trained in partner school work.

3. Develop a dual appointment position for master teachers with university and district support so that a teacher returning to the public schools after being trained at the university in partner school work could lend expertise in both areas.

At the governance level:

1. Insure that representation at all levels of governance within the partnership includes teachers and principals.

2. Insure that the executive director of the partnership is sensitive to and capable of moving between the "culture of the school and the culture of the university, to have an understanding and an appreciation of the values of both, and to be perceived as contemptuous of neither" (Sirotnik & Goodlad, 1988, p. 220).

3. Allow that the initial governance structure will require modification as collaboration continues (Sirotnik & Goodlad, p. 221).

4. Continue efforts to attract resources, but do not let "'projects' around the edges...to lead away from the central business of educating children, youth, and teachers" (Sirotnik & Goodlad, p. 222).

5. Utilize documentation of partnership efforts to assure that there are no parallel programs wasting time, energy, and motivation (Sirotnik & Goodlad, p. 222).

Communication

At the university level:

1. Establish the Center for Partnership Studies as outlined in the university administrative structures section

a. Document partnership and partner school activities, events, and research to be shared through existing district newsletters disseminated monthly.

b. Create a Journal of Partnership Studies that could solicit articles current to partnership work and provide a base for communicating research.

c. Establish a Partnership Library where documents, minutes, research, directories, current projects, and proposals could be housed. Provide access to the library to all members of the partnership.

2. Create a communications flowchart which outlines the cycle through which information about the partnership passes from the center to the university and vice versus. Insure that this flowchart is explained and understood by all college personnel.

3. Prepare a partnership orientation for faculty joining the College of Education and use it to communicate the vision of the partnership.

4. Allot a portion of monthly faculty meetings to communicate the efforts of those in the partnership.

5. Assign faculty working in partner schools load time for attending district partner schools council so as to receive and share communication items.

At the district level:

1. Establish district partner school councils to provide opportunity to communicate district and university needs.

2. Circulate minutes of the partner school council meeting to each partner school.

3. Document partner school activities, events, and research to include in existing district newsletters to be disseminated monthly.

4. Prepare a partnership orientation to be used throughout the district particularly for new teachers entering the district.

At the governance level:

1. Gather documentation of partnership and partner school activities, events, and research from the district-university councils.

2. Require partnership task forces and committees to send minutes from their monthly meetings to the executive director who will:

3. Inform members of the Governing Board and Coordinating Council through a summation of the documentation gathered on a monthly basis.

4. Write an annual report about the partnership which could be read at all levels of the partnership.

5. Hold a semi-annual and an annual strategic planning session with all partnership representative bodies--university, school, and governance levels--to communicate what has been happening and agree upon future directions.

6. Sponsor a conference for the partnership on the change process to facilitate an understanding of the role of communication to successful organizations.

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Appendixes

Appendix A

Audit Trail

Date	Activity	Issues	Conclusions	Decisions
6/1/89	Begin graduate program at BYU	Discover topic for thesis	Interested in partner schools as a form of renewal	Talk to J. Lynn about Taylor School being a partn school
6/1/89	Appt. with J. Lynn Jones	Do we want to be a partner school?	Yes, we'll do it. Desire to increase renewa we already have started in our school	I'll make an appointment with Dan Andersen, Dean, BYU college of Education
6/13/89	Attended Hawaii Partnership Conference	How does the partnership work in Hawaii?	Much could be learned from more sharing with other partnerships in NNER	Could this be my master's project?
6/26/89	Taking research class	Finding a topic for partner schools growth	Topic: Partner Schools: Critical Attributes and Expansion	Prepare paper for approval that will lead to prospectu
7/10/89	Appt. with Dean Andersen	Can Taylor become a partner school	There are more schools wanting to be part schools than there are faculty to supervise If a way could be found to manage partner schools growth, Taylor and other schools could become a part of partnership with BYU	Find a way for more partner schools to be a part of the partnership
8/10/89	Introduced myself to David Williams who has done naturalistic inquiry studies on partnership	Is naturalistic inquiry/ ethnography the proper form for my proposal?	Yes, but I need knowledge in how to do it Williams' class is not available until winter semester. He lent me his copy of book SCHOOL-UNIVERSITY PARTNERSHIPS IN ACTION	Order book for myself
8/11/89	Completed paper	Can this paper become my prospectus?	Does not fit experimental design model, nc even a descriptive research. Where does i fit?	Find where it fits and who can help me develop it
	Attended Partnership Linkin Conference at Maeser Bldg.	Public school & university people working as partners to bring about changes	Reports about strands of reading, thinking math, writing, dialogue about recent rese in areas, symbiotic sharing of goals & pra	Impressed with nature of requests made from schools to U. and vs.
8/12/89	2nd day of Linking Conf.	Writing goals for next year both as university and publi schools	This partnership really seems like a partn ship. Everybody has had a say in recomme dations. Some U. faculty did not attend.	Find out why some faculty did not attend

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Date	Activity	Issues	Conclusions	Decisions
9/1/89	Preparing questions for Dean, Van Allen, VonMondfra	Could any of these men be my committee chair?	Plan a meeting of these men and ask about topic and committee possibilities	Meeting set for 9/6/89 in Dean's office
9/6/89	Attended Coordinating Coun of the partnership	Observe business of council & be introduced as research for expansion of partner sch.	Read report by Exec. Dir., Much dialogue about possibilities,	Attend a Governing Bd. meeting for a comparison
9/8/89	Revised model for expansion that I am developing	Preparation for submission to Partner Schools Committ	JB , PW, and CH looked at it. Seemed to approve	Show to more people
9/11/89	Conference with Van Allen	Partnership and my paper	Change in school policy is a problem of "tinkering with systems without addressing people's perceptions" Congruence of perception-valuing as outcome-less technique more point of view	Take a class from Van Allen
9/12/89	Reading in library about N.I.	How to conduct N.I.	I need more than reading to understand process	Find where to get help
9/13/89	Appt with Joe Bishop, Ex.Di	My research on partnership	Very supportive, outlined 8 chapters that could comprise a book on partnership that I could write	Could I do this?
	Appt. with A. VonMondfrans	My research on partnership	Pointed out problems of faculty assignmer	Is this a critical attribute?
9/14/89	Mapping my direction in partnership	What type of research I can use to accomplish purpose	Process has helped me select direction	Share with faculty
9/27/89	Participated in the Partnership Conference sponsored b the G/T task force	Displayed our schools G/T program in a poster session	Our display looked good, learned a lot from sessions, saw fellow teachers had not seen a long time, felt inspired to be involved	Want others to share in same process that's why I am doing research
9/28/89	Attended Partner Schools Co	Partner School business	Observed people and processes	Would like to attend all

Date	Activity	Issues	Conclusions	Decisions
10/2/89	Meeting with Dean, Jim Bair Joe Bishop, Curtis Van Alfer Adrian VonMondfrans	Discussion about my propos about partnership and who will or can help me	Go ahead is given. Jim Baird will be chairm Adrian and Curtis on committee	Begin involvement with Partner School Committee interviewing principals,
10/4/89	BYU Partner School Coord. mtg.	Introduced as grad student working to discover how to include more partner school in partnership Needs for meeting universit involvement as well as district	Questions to raise: How will more partner schools solve problem of faculty to publish? How will change be communicated? How much does the partnership cost? What is the criteria for a partner school?	Use questions in interview:
10/6/89	Interview with Phyllis Embl	Cottonwood Heights Model	Time & resources as a key to renew school Money raised by JB for developing model	Partnershipping on their own
10/9/89	Listening to lecture by David Beers from Univer. of Chicago	Uhunami medicine in Pakistan	Process of ethnography which is what my proposal is about. Tracing process of replacing Uhunami medicine by British system correlates with process of changing educational process	Find out more about ethnography
10/11/89	Reviewing and expanding no	How does this relate to P.S.	Significant process, more acceptable in research arenas now	Read and study more about process
10/12/89	Listening to lecture by David Beers from Univer. of Chicago	Knowledge utilization from ethnography studies	Setting was an adolescent psychiatric war Observation: ways staff handled anger in dealing with patients	How data is used can be a decision made at the beginning of study-10 steps to utilization-could apply to my proposal. How to do it?
10/13/89	Reading & discussing with C	How does this relate to P.S.	It relates, but I need to understand proces	More process study
10/16/89	Reading Occasional Papers from NNER	Share topics with JB	BYU-Public School should be more represented in these papers	Future place for my findings?

Date	Activity	Issues	Conclusions	Decisions
10/18/89	Partner School Committee M at Alpine School	Question of expansion given pressures on university people	I presented a model for expansion Jim Dunn explaining 3 circles of stewards Exploration of ways to put together everyo needs	Questions are timely: What are critical attribute: of partner schools? How can expansion take place?
	370 Coordinators Mtg	Problems of expansion at university level	Maintain integrity with P.S. and BYU stude Rotation of schools in close proximity Public school take on peer coaching and supervision Tell the partner school story on national level Validate university work through peer review Strengthen position and influence in dept and college. If hire only published authors, partner schools will die Changing leadership of the dept brings PS. into question	The problems are many and complex, but it is worth struggling for
10/18/89	Interview Rosemarie Smith Principal at Timpanogos Ele which is partner school	Discussion of possible expa sion models Why was Rosemarie the only one P. invited to assessment seminar?	6 faculty over 3 schools each with help of intern coordinator. Faculty teach seminars 10 students in each of 18 schools with 36 interns Communication problem	Find out how others feels about this
10/19/89	Appt. JD, JLJ	Triangulate issues	Agreed, added comments	Process is useful
	Attended Dept. meeting	Observing univ. discussion about expansion problems	Complex issues of rank advancement, time use, expectations, and criticism	Keep observing
10/20/89	Reading Occasional Papers	Same as above	Same as above	
10/21/89	Writing an article about our school	Productivity models and partnerships	Seems a timely subject	Submit to a journal

Date	Activity	Issues	Conclusions	Decisions
10/23/89	Interview John Burton Principal at Manila Elem. & Cynde Austin, teacher and Lillian Heil, BYU faculty not yet a partner school but has applied	What do you see as possibil ties for public school people to get trained to help in expansion process?	BYU inservice, wished recertification was still possible, principals academy is like a linking workshop. Like intern idea. Proble could be which supervisory model to follow and specifying job descriptions, goals, guidelines. Cynde could work on master's degree, come back to supervise with Lillian in same school	Check out idea of master's degree with focus on partn ship
10/25/89	Listening to Ed. Leadership tapes about renewal	Renewal comes in many forr	Is BYU-Public School Partnership a unique form of renewal?	Find out
10/26/89	Students mtg.with Dept cha	Concern over a required clas	Nature of class not meeting needs	Assist in writing letter to document concerns-class ha impact on expansion model
10/27/89	Meeting of all partner schoo principals with dept. chair at Timpanogos Elem.	What are the needs you see expanding the partner schoc Are different expansion models possible?	Methods of supervising, expectations of ur Avoid problems that U of U has experienced with not enough supervision of students Possibilities: differentiated staffing, cut down number of students, hire more faculty use part-time help, rotation, focus schools,	Triangulate these conclusic
10/30/89	Interview with Joe Bishop Exec. Dir of Partnership	Job analysis of Exec. Dir of Partnership	Reviewed handboook of partnership explair ing role, got his ideas about how job has g	Triangulate ideas with Dep chair, P.S. Committee Chair
10/31/89	Interview Patti Harrington Principal at Sunset View El is a partner school	What were the initial reaso for joining the partnership? What can be done to let BYU administration know how th field faculty is valued?	Access to university, direct contact, upper for faculty to get recognition and challeng mentor principal program, rejects notion of lighthouse school--no renewal just looking on. Suggests screening process used by LPP program for interns, but wants instruction from college faculty, does not want to share college faculty, but sees need for renewal to take place in more schools	Confirms ideas founds in other interviews

Date	Activity	Issues	Conclusions	Decisions
11/1/89	Appt. Ivan Muse,Ed. Ldrship	LLP program as a training model for expansion	Screening process, funds, coursework coul be adapted for a Partnership degree	Suggest possibility to El. Ed. leadership
	Phone interview Roger Olser Principal Barrett Elem	Was formerly principal of partner school now in new s	Has had BYU faculty for long time, but stil not a parnter school.	Find out why it is so hard t include new schools as P.S.
	Interview JB about job as Exec. Dir	Preparing a job analysis for I.S. class	Read handbook description together, all jo currently pursued but in greater depth	Triangulate with other leaders in partnership
11/2/89	Reading occasional papers Mtg with JB, com.chair for thesis direction	Further information for thesis	Triangulate fieldnotes, tapes, revised some on writings	Keep revising
11/3/89	Mtg. of Nebo asst. supt & BYU coord	Create an expansion model for their district	Can't wait for decisions to be made about expansion, create and implement a pilot model	Participate in creation incorporate my own finding to make new combination
11/4/89	Developing model with CH	Expansion can take place when decisions to do so are made	Have completed a box diagram of model, job descriptions of various roles, purpose statement	Give to asst. supt. for comments, then meet with principals to be involved
11/7/89	Interview Jim Dunn, Dept Chair about Exec. Dir role	Triangulate job analysis of Exec. Dir. with others	Most impt tasks: Coordinate & monitor Par projects, facilitate approved programs,ser info to NNER, help G.B. reference purposes, stimulate others to ed. renewal	Write job analysis paper comparing responses & add field notes. Differences sug gest need for role definitio
	Interview Carl Harris,Chair Partner Schools committee	Triangulate job analysis of Exec Dir. with others	Write proposal for additional funds,coord & monitor projects, stimulate flow of info/P.	within partnership
	Mtg at Nebo School Dist.offi	Presenting Nebo Expansion Plan to principals	Taped and contributed to mtg. explaining possibilities for getting trained as I am to return to their school in these roles	Arrange meetings with school faculty to explain model
11/8/89	Transcribing Nebo Plan tape	Note problem areas in dialog	Critical attributes are time, money, comm ment, expectations, communication	Look for these attributes in other fieldnotes

Date	Activity	Issues	Conclusions	Decisions
11/9/89	Completing paper on job analysis	Role perceptions in partnership	Is this a critical attribute-theme relative expansion? Can an organization expand without a common perception of roles?	Find out
11/13/89	Developing paper on Shift in Focus goals and partner sch goals from linking conf.	Partner Schools are address ing S. of F. goals in a concre way	Does the S. of F. leadership understand this Dean is chair of facilitating S of F. Is he	Share this paper with Dean Andersen
11/14/89	Expanding fieldnotes	Same as above	Same as above	
11/15/89	Partner Schools Com. Mtg.	Partner Schools business & a spontaneous session on: Do we want expansion	Yes, possibilities: Rotate by semester, cou asst. principals also be intern coordinator too much expected, BYU pay half & intern p school, lighthouse practices not lighthouse schools, Can a partner school be such with BYU students, consider different schedules in plans such as extended day, traditional, year-round	A strategic planning com. was appointed to study issu and prepare report for next mtg. (I will attend as reco er)
.11/16/89	Editing Shift in Focus doc.			
11/20/89	Governing Board Mtg at Alpine School District	Partnership conference plan for next year & issues of expansion	Open to possibility of expansion. Issues raised: transitional phase of 3 year rotati screening, menu of experiences available Asst. Supt. overseeing 46 schools could justify assignment, site-based management, quality, evidence in teaching and learning, how do districts feel about use of intern?	Relay information to P.S. strategic planning com
11/19/89	Strategic Planning Com. at Cascade Elem.	Expansion. How does goveri board view it?	Goal of expansion is remain as effective an in direct contact with university advisor Financial questions: expect more from dist. Geography, rotation,various types of schools, will it be only 370 students involved? What kind of perks can be offered?	Triangulate Problem of no teachers on governing board.

Date	Activity	Issues	Conclusions	Decisions
11/21/89	Transcribing Nebo Plan tapes	Is taking me a long time 11/21 to 11/27	Is it worth it?	Won't know till I finish
11/27/89	Refining Shift in Focus document			
11/28/89	Attend I.S. Seminar on Desk Top Publ.	That's what partnership needs is publication like a newsletter	Has been started but then discontinued for lack of funds	Is there another means for communication?
	Began reading Brain Race			
11/19/89	Appt. with Dean	Give him my Shift in Focus correlation	Hope he will read and use in his role as facilitator of S of F	Check back for his comments so I can prepare for P.S. Com.
11/30/89	Strategic Planning Com. at Cascade School	Do we need levels of model development-310 or 370? Need to define purpose of Partner School &networking procedure. Assess present need	Value field people, master teachers. Establish model for students, evaluation responsibilities, coaching cooperating tea	Give notes to Cathy Spence for compilation for report to P.S. Com.
12/5/89	Conversation with Dave Williams	Naturalistic Inquiry-what it will take, conditions of gro	Decipher larger questions from whole Flyover or map. Do in Phases I and II	Outline plan for flyover
	Strategic Planning Com	Same as above	Same as above	
12/7/89	Mtg. of BYU field faculty	Expansion models	Renew schools for benefit of BYU students all kids learn better. Begin with preservic & inservice as focus then move to curricul & research. Rotation, focus, number of stud.	Answer question:Is renewa a subset of preservice time?
12/8/89	Mtg.at Nebo District Office principals & Asst. Supt & BYU faculty	Initiate the Nebo Plan expansion model	Money for P.S. coordinator for 25 hours Plan readiness introduction Career Ladder accountability Academy guidelines and topics	How will accountability be measured to see if Nebo Plan meets goals?

Date	Activity	Issues	Conclusions	Decisions
12/13/89	Partner Schools Com. at Cascade School	More discussion about expansion & report of Strat. Planning Com.	Faculty role to expand partnership to rest university through own classes & research collaborate on larger projects. Criteria nee for nature of P.S., cooperating teachers, facilitator, more accountability, directory of research specialities.Need to include district people in P.S. meetings so they know what is going on	Review field notes for relevant issues & note progress or change
12/15/89	Mtg. with my com. chair	Changing com. to include Dave Williams because of N.I. speciality	Change will facilitate my study	Complete prospectus by next week & have com. review
12/20/89	Mtg. with my com.	Responses to prospectus	Prospectus is accepted	Carry on with study
1/4/90	Nebo Plan Mtg. at dist. offic	Discussing Nebo Academy	Place strongest BYU students with coordir Assign topics for academy Define roles of each coordinator Time for seminars will be Thursday morn. Plan meetings for each group to understand reponsibilities, supervision reponsibilities Develop instrument to evaluate work of Nebo Academy	Check with BYU students or their responses to Nebo Academy
1/15/90	Visit Taylor School	See how BYU students feel about academy	"Getting a lot our of seminar even though I wanted to get right into classroom." "Wish had this (academy)sooner in professional program."Problem of which school to be assigned, see them all sooner."	Response is positive after initial reservations about not getting right into class rooms.Have good suggestior for changes
1/16/90	Nebo Plan Mtg. with P.S. coordinators	How is it going?	Has provided a way to see a wider example professionalism. Teachers in field are demonstrating fine expertise. Shared that student teachers revitalize teachers by being there	Include comments in analy

Date	Activity	Issues	Conclusions	Decisions
1/17/90	Partner School Com. Mtg. at Draper Elem.	Partner School business	Need to tie G.B. and P.S. Com. together Trace (technology) seems to be focus of G.B No mention of expansion issue from G.B. until query from principals Critical attributes of P.S.needing definition Proposal should come through districts	Critical attributes I find will have meaning for these issues
1/18/90	Mtg with BYU field people to encourage their writing	Garr Craney speaking about he was able to be published	Field people are trying to address need for their writing to be published. It is still a question of where will the time come from Discussion about cutting the number of st allowed into program	It is almost a cookbook approach to being publishec Is that the real goal of bein published? Meaning seems diminished.
1/22/90	Mtg. with Dan Andersen, Dea	Expression of concern about the pressures being felt in reference to publishing and partnership responsibilities	Administration is sending two messages: publishing is more important than partner ship activities. Because of loads carried t two seem mutually exclusive	Gave him Goodlad's tape Research and/or Teaching? Pick up later
1/23/90	Nebo Plan Preservice & P.S. Coord. Mtg.	Discussing research orienta tion procedures	Santaquin School doing a great job of sche ing preservice observations, good example partnershipping: developed to meet own ne then shared with larger group for use if want Questions of expectations and supervision, order of solving problems	Utilize description/ reflection form being de- signed for coord.
1/25/90	BYU Elem. Ed Faculty Mtg	Dan Andersen speaking abou factions in dept. need to re- assure	Play to faculty's strength-do best what the do and be rewarded. P.S. is in place. Problem of pluralism within a person inste of teams-needs orchestration. NCATE report indicates more publishing. Is publication the change agent?(OC)	Converse with faculty about their response to Dean's coming.
1/30/90	Nebo Plan Mtg	Discuss research process in district for model	CH developed a description/reflection she for gathering data	Use it myself

Date	Activity	Issues	Conclusions	Decisions
1/31/90	Interview Dept Chair	Triangulating issues as I see them	For most part he agrees. Added such words "few" rather than "on-campus" faculty Shared that he is recommending lighter teacher loads for field faculty	Triangulate with field faculty
2/1/90	BYU Mtg-anyone interested i Partnership invited	Carl was to drive a "stake" i about beliefs	Lots of discussion, +-,later Ray, myself, Debbie Staheli discussed Ray's idea of Cen for partnership	Get Carl and Ray together t talk about center idea
2/8/90	Appointment with Jim Dunn	Discuss domains I've found	He agreed with my perceptions with one +	Type domains to a page
2/9/90	Listening to tapes from ATE Conf Las Vegas NV,Feb 6-8,9 William Purkey, U.of North Carolina, Greensborough and John Goodlad - "Issues Emerging from Research" Puget Sound, ATE 1989	What is national perspective on teacher education?	The issue is more complex than one little thesis will solve but it is worth contribut to the overall knowledge base. It is a rele issue!!	Find hard copy of tapes to analyze for domains relevant to thesis
2/12/90	Talk with Dr. Reul Allred	Follow up on request for mutual research topic regarding teacher attitudes toward university training "Forget what you learned at university, let me tell you what it's really like."	We will begin work on an instrument that will require structured interview procedu	Contact Rich Sudweeks to see if this will fit format for one of the projects for my class with him
2/13/90	Appointment with Williams	discussing my field notes & help I need to begin writing	Need to begin audit trail as per Home Scho dissertation and outline major headings fo paper	Must document each week what I've done. Also go back to catch up the past 5 months
2/15/90	Shift in Focus Meeting for College of Ed. Set up by Dan Andersen	Bob Bennett & Kolene Grang talking about Shift in Focus and how it is perceived out-side of Utah and not so inside	My paper on linking conf. as a record of Shift in Focus in actual practice deserves reading in behalf of the partnership activ	Next PS. Comm. meeting ge conclusions finalized and find out proper way to submit the result.

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Date	Activity	Issues	Conclusions	Decisions
	BYU Field Coordinators Mtg.	Ray & Carl's proposal on a Center for Partnership and Field Studies	What did the rest of faculty feel about it-suggestions requested, can faculty be unif about something	Type up suggestions in new format to be ready for next week's faculty meeting
2/21/90	No P.S. Com. Mtg. due to concern about possible teacher strike	What about Shift in Focus document	Should I write it up and send it out ahead c time?	Will talk to Carl for counse
2/22/90	BYU Faculty Mtg.	Airing feelings about leadership styles, partnersl department chair appointme	Frustrations spent, but didn't get to discus center idea till after meeting over, M.Ostla has a great plan from Provo District to expand partnership in their district	Follow up on concerns and possibilities
2/28/90	Appt. Dave Williams	Showing assignments completed; outline of thesis	My prospectus will fill those presently assigned from class	Begin the story form of thesis. Need a Z88I
	Bob Patterson from Univ of Canada visiting Nebo School	How is the partnership working here?	Was able to view ST, participate in triang tion, went to dinner together, was very positive about his experience, and we abou his genuine and comfortable manner with u with him. I am interested in how U of Cana is setting up a new univ. program for ST from scratch. Much like I would recommend for partnership training on a master's level for BYU	Get perspective in writing He will send to us. Carl is going to coauthor with him. Get his program notes.
3/1/90	Central Admin. visiting Coll of Education. Lee,Hafen, Albrecht	Discussing role of educatior dept. Are we doing it right? Are funds being well used?	Pedagogy vs. discipline knowledge. What is the balance? Is there a pencillin that educ dept. can offer the world. You are valued B move to the front of the train (by publishin Lee asked to be informed on partnership	Am writing a letter - my perspective as teacher and student to Pres. Lee about P.S. as a means to "inform" Need a Z88I
	Attended ST orientation	Preparation for ST	Marie did a great job of modeling and lectu	Carry on
3/2/90	Checked on ST with my new assignment with Marie T.	See if ST were there and fitting in all right	What a service it would be to build partnerships so the spot is ready and waiting--not always starting from scratch. Moyle had a P.S. comment. See field notes	
	Traveled to Reading conf. in SL	Gather content on reading Support BYU cause	The partnership could greatly help the caus of change in teaching reading.	

Date	Activity	Issues	Conclusions	Decisions
3/3/90	More reading conf. Talked w Carl on drive	Need more follow up contac Member checks.	Jim Dunn on closed door mtg. with central Debbie Staehli on how expectations comm cated. Opening booklet quotes from Stan A Dean's response to meeting. Law school issue - can't take council from Possible article: Expectations from schoo ability grouping, overuse of ditos, coopera- tive learning ("its" that have changed)	Follow up on conclusion section Need Z88II Paul Cook is looking at a different com- puter from Radio Shack So Z88 not ordered yet.
3/7/90	Coordinating Council Mtg. in Harmon Bldg. 9-12	First meeting after 5 month much has transpired of whic the council is uninformed: Trace and expansion models	Joe reported on conf. Brian Page gave Trac report. Issues on involvement of partnersh with Trace need to be addressed: legal and production questions. Should this be th direction in the first place? Joe's time is going to fund raising not aware of expansion needs for schools. Margaret Ostlund shared expansion model for Provo and BYU. Draper had one also, but ran out of time for discussing	Meet with Dan Andersen to triangulate this and Lee's visit. Talk with Dave about how to sort ideas and feelings.
	Interviewed Tracy Watson	Change models at MTC	1.Recognize change is needed 2. Create intervention 3. Climate for change is safe. No job loss. 4. Philosophy is that nothing is perfect, can continue to get better, almost nothing works right the first time. 5. Team approach to change-seeks feedback-reward given (peer approval) 6. No authorship so no ego involvement	Try to isolate change pattern in partnership How? To whom do I speak?
	I.S. Seminar -Chauncey Riddle on his views of education	An educated person knows what the right questions are What are the important variables in an educational situation?	Context, curriculum, goal, quality of learn quality of facilitator, motivation, certific Cited Ph.D in Chemistry, BA at BYU, and Provo H.S. as alignment practice Motivation was to him the most important variable with which to deal	Discover in what ways do these variables relate to attributes I am trying to discover for partner schools.
	Lori Rudd conversation	As grad student in dept	Wish there was closer alignment with	Include recommendation

Date	Activity	Issues	Conclusions	Decisions
3/8/90	Interviewed Dan Andersen	His response to Pres. Lee visit last week. Why dept. chair appt. takes so long. Role of Trace in partnership	Good to have them come. Demonstrated openness of this administration. Series of meetings to inform administration on partnership, etc. Chair appointed today. Communication and organization major problems in partnership	
	Interviewed Jim Dunn	His response to Lee visit.	Glad they recognize the importance of education and teacher preparation at univ. Feeling that all should be respected. Appreciate openness they showed. Dept. needs unity and act together. Inform administration by writing letter, open dialogue, supt. testimonials	
	Interviewed Debbie Stahle First year instructor at BYU	Her response to Lee visit and further clarification on her comment that newcomers ha need of being informed of vision for college.	Idealists come to BYU with hopes for great fulfillment and opportunity for expression Become hurt by confusion. Need for process of vision sharing. Leaders need to say here is a dream, let's work together on the realities. The mission statement of dept. needs to have the flesh and bones put on it. Servant leadership does not work for heterogeneous group. Needs one who can pull diversities toward a common goal.	
		What is the penicillin that College of Ed could offer?	A perspective. Show where everything fits-knowledge base and practice. Answer the why as well as the what both spiritula and secular	
	Elem Ed. Faculty Mtg.	New department chair is announced	Paul Hollingsworth is new chair	Interview him about his direction for dept. Perspective on partnership.
3/10/90	Interview with Bob Bennett of Franklin Institute	Delivering my correlation o Shift in Focus Schools with P.S. Linking Conf. goals	Knows a lot about issues in education, but not informed about what is happening in partner schools-hope correlation will info him in prep for talking at PS conf on 3/2/	Call Patti to notify of contact with Bennett--recommend letter to further direct his talk
3/12/90	N.I. class	Using descriptive language in writing of portrayals	Do it	Begin portrayals

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Date	Activity	Issues	Conclusions	Decisions
3/13/90	Listening to radio talk show on education	Wm. Shaeffer, English Prof form UCLA, wrote EDUCATIO WITHOUT COMPROMISE	"Higher education is resistant to change." Reform at that (university level) must also take place. Truly --NATION is at risk. Even	Include reference when book comes out end of month.
	Carl reporting on conversation with one of deans	Drop some activities involve so as to focus more on writ	This means giving up some of arenas of creativity and leadership--others are feel he has contributed sufficiently to be awar full professorship without large number of publications so that he can continue as he	Seems a must-- at the sam time it is a shame because his leadership is valued in G/T and partner schools is
3/21/90	Partner Schools Com. Mtg. at Larsen School	General Business-report from Joe Bishop about conf on collaborations-Goodlad, Boyer, Sizer were speakers	Wish there had been time for a more complete report. Is there one available?Seems shame that no one from P.S. Committee wa able to attend that conference. Joe report that there will be a strategic planning mtg for partnership on Apr. 9 and 10. Who gets to go? Who planned this? Has been needed for some time.	Find report of conf. Ask to attend strategic planning mtg. Discover the history behind the planning
	Met with D. Williams to discuss my research	Making a taxonomic analysis of problems of university in reference to partnership growth	Will use that one instance even though I ha many others for paper in his class	Complete by next week
3/26/90	Telephone call to Cindy Wri	Names from BYU that will be attending the Linking Conf on Thursday and Friday		
3/29/90	Conf at Wilkinson Center	Partnership Linking Conf. Deans attended first hour and some throughout day	Took camera, tape recorder, notes Great things going on. Reporting on each school's accomplishments over the last ye Good feeling about chance to be together because of the partnership	Find out how to capture feelings in a naturalistic report. There sure are a lot of them floating around here.
3/30/90	Same	Same	Some fatigue on part of participants.Perha one day conf. better.Last speaker was not appreciated.	Get conf evaluations to see if speaker was as I felt

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Date	Activity	Issues	Conclusions	Decisions
4/2-3/90	Supervision of 370 students and student teachers Have been doing this since Jan	Partner schools with all leg operating would increase stability of training experience and	I agree if seminars could be standardized some faculty are excellent presenters, others are less successful. Expectations of both trainers and students need to be aligned overall. A common syllabus would be helpful	Include in my report
4/5/90	Attended lecture on the book CHAOS-Jack West from U of Texas was presenter	Theory of looking at science in isolated parts is changing through the work of these scientists	What I understand of chaos theory reminds me of naturalistic inquiry. You look at one whole. The more closely you look, the more rich becomes the experience. And your looking could go on and on. Question for NI--how do you stop looking?	Read CHAOS after semester is over
4/6/90	Appt at Dean's office	Permission to attend strategic planning session Monday and Tuesday	My presence may be disconcerting to some because of representing one side of P.S. issues. Am I going "native"?	Permission granted as a full participant not just an observer as in other meetings
4/6/90	Mtg of field faculty BYU	Discuss position paper of new criteria for rank advancement to submit to deans	A good deal of consensus that a change is needed and that they need better representation.Silent majority called mtg. Paper has been written by one of members	Get copy of position paper
4/9/90	Partnership Meeting at Harmon Bldg.	Strategic Planning for partnership goals led by Marilyn Crocker from Bostor	Thoroughly enjoyed myself. Taped event, took notes, made comments, This is something that has needed doing for a long time Most of the key people, Supts. Deans, Assoc. Supts, were there. Only teachers were not fully represented	Get Carl here tomorrow
4/10/90	Same	Same-Carl was able to com	Great process, she may do it for El Ed Dept Some attrition in late afternoon when implementation is finalized. Wonder about the representation issue because of attrition	Get final report from Joe

Date	Activity	Issues	Conclusions	Decisions
4/11/90	Partner Schools Com. Mtg.	Report on Linking Conf. Report on strategic planning	My feeling about last speaker at Linking Co was verified with evaluation reports. Oth plans are being drawn up by com. to give to Some feeling like partnership will not survive this year's events. Others are going to see that it does OR ELSE	Include evaluation notes in thesis as evidence of triangulation
4/12/90	Mtg. at Rees School	Accept job assignment for next year--1/2 time intern coordinator1/2 time my own for writing more about naturalistic inquiry	Major decision--not at a partner school--will give me a different perspective to vie things. Will help balance. Writing and studying is pleasing to me even with no hope of money	Encourage one of my 370 students to accept the internship
4/13/90	Major typing on thesis	Have been typing all along This is a coming together of more of the parts	Arduous process to condense a rich experie into a linear outline	Do it!

Appendix B

Naturalistic Inquiry Criteria

Naturalistic Inquiry Criteria

by David D. Williams

The processes and standards for naturalistic inquiry have developed fairly independently in several different fields (e.g., anthropology, psychology, sociology, etc.). It is unfortunate that qualitative research has become suspect because the canons of this type of research have not been well established or formalized (Miles and Huberman, 1984). Theoreticians have found the results unconvincing and at times have labeled such research as being soft or fictitious.

Several individuals (Guba, 1981; LaCompte and Goetz, 1982; Smith, 1979) have proposed critical attributes of naturalistic studies which, taken as a whole, provide a reasonable set of principles against which the quality of a naturalistic study can be judged. These include:

1. There should be prolonged intensive engagement on site. As Wolcott (1975) points out, there must be time enough to "muddle about" and discover. The data gathering phase typically takes a year or more in many anthropological ethnographies. Although that length of time is not required for every study, the implication of this criterion is as Smith (1979) suggests, "you are there for all the variations so you are not mislead." This principle suggests not only lengthy but also intensive engagement by the investigator. The researcher needs to be there frequently and long enough to penetrate the surface appearances. (This study was conducted over a nine month period in actual data gathering. Four years of indirect experience with partnership activities in connection with Taylor Elementary and with college facilitators gave the researcher added background.)

2. Inquirers should ensure triangulation of sources, methods, variables, and instruments. The principle suggests that the researcher not rely on any one source of information or on one perspective. By collecting information through multiple sources and procedures as well as focusing on multiple variables and concepts, there is a good chance that the information obtained will be more credible than otherwise. This criterion also helps insure the external validity and reliability of the results of the study. (Eight different documents were used, field notes gathered from observations and interviews were triangulated with various participants, findings and conclusions were read by participants and adapted to represent consensus.)

3. Reports should include presentation of "thick" (Williams, 1984) raw description and contextual background. Understanding the object of study in its naturally occurring context is a hallmark of naturalistic inquiry. This principle ensures the readers' ability to independently interpret and understand the object. (The portrayals of Chapter 3 and the findings in Chapter 4 were specifically written to meet the need for "thick" description and contextual background.)

4. There should be no unaddressed internal contradictions in the report. This ensures that naturalistic inquirers do not ignore or cover up contradictions in the data they collect. Rather, they should address those contradictions and try to incorporate them into the whole fabric of the data. (The concept of partnership was questioned on the part of the BYU central administration and the idea of expansion was not completely agreed upon and this fact was discussed in the portrayals in Chapter 3 and the findings in Chapter 4.)

5. Natives (participants in the organizations or cultures being studied) should be able to review the written report and accept it as credible (Williams, 1984). If the people about whom the study is written disagree with what is said in a study, it certainly should not be disseminated to nonmembers of the culture as authentic. (The study was critiqued by representatives at the public school, university and administrative levels of the partnership as to its contents and accuracy. It was acknowledged as being a fair representation of the issues involved.)

6. The researcher should not have "gone native" nor should the researcher be an adversary or advocate of the object of study. The researcher should develop rapport with the informants but not allow that rapport to develop to such an extent that the researcher becomes totally absorbed into the object of study. Otherwise, any objectivity may be seriously jeopardized. (My primary purpose in studying the BYU-Public School Partnership was to understand the role of partner schools as a means to understanding conditions for expansion. If the partnership was not encouraging partner schools or if in fact partner schools were not successful in their effort to renew schools, I wanted to know so that our school could make an informed judgment about involvement as a partner school. Therefore, the major research question--What is going on here?--could move in either direction with equally satisfying results to the researcher.)

7. There should be evidence that issues have emerged during the study and analyses have been inductive. Although the researcher may begin the study with "foreshadowed problems" in mind, naturalistic studies should allow issues and the design to emerge. Analyses of data should be

inductive and responsive to the contexts in which the data was gathered. There should also be evidence that the participants have helped to define issues and hypotheses. Instruments used by the researcher should be created in the field based on informally gathered information rather than preordinately. (The researcher began the study with an idea that expansion would involve conditions relative to time usage, but was pleased to see other issues such as philosophy and communication emerge as the analysis progressed. As the participants made conclusions as part of strategic planning sessions, it was summarily recorded and included as part of the findings. Basic interview questions were augmented as new issues arose and were included in subsequent interviews.)

8. The emic, the view from within the culture, the folk view, in terms of native categories (Spindler, 1982)) should be highlighted in the report. The principle ensures that the author's pre-dispositions and biases do not determine the entire theme of the study. On the contrary, the "folk" perspective should be a central element of any naturalistic study. (Quotations in a number of chapters were chosen to illustrate the emic view and represented the various points considered important to the participants. Sections of minutes were included to characterize issues being discussed from the participants points of view.)

9. The naturalistic inquirer should be both sensitive and perceptive, simultaneously sympathetic, skeptical, objective and curious. In a very real sense, the inquirer is the major collection instrument. Therefore, the person conducting the study should have those attributes of an effective instrument to ensure an insightful study. (In an effort to become a sensitive instrument, I

took a class on naturalistic inquiry, read numerous ethnographic studies, reviewed field notes with an eye to the positive and negative of expansion, and triangulated my impressions of taped meetings with other participants.)

10. Although statistical sampling is rarely used in naturalistic studies, sampling strategies certainly should be employed. The logic behind those sampling strategies should be clearly stated in reports. These strategies should maximize the range of perspectives that are gathered by the naturalistic inquirer. (The sampling procedures are explained in Chapter 2 and were explained sufficiently that another researcher could duplicate the process.)

11. The report should provide the reader with a vicarious experience as a member in the studied setting. The reader should gain enough insight through reading a naturalistic report to be able to anticipate and interpret occurrences in the settings described therein almost as appropriately as do the native members of the studied setting. (The portrayals in Chapter 3 and the information contained in the extensive audit trail are sources for a reader to gain insight into the settings.)

12. The naturalistic inquirer should document so completely the processes by which data is collected, samples are drawn, interpretations are made, etc., that an audit trail results. Independent researchers should be able to review the research activities, analyses, and interpretations, and make independent judgments of the dependability and confirmability of the claims by the naturalistic inquirer. (The audit trail is an 17 page document and includes the steps necessary in conducting naturalistic inquiry.)

13. Negative instances should be searched and accounted for by the naturalistic inquirer. The principle helps protect the researcher against accusations that ideological beliefs were being supported through data collection as opposed to a dispassionate search for truth. By searching for evidence to counter the inquirer's own data based conclusions, those conclusions can be modified to account for a more complete range of phenomena, thus, the author of a naturalistic report becomes his or her own best critic. (The worth of the partnership in general was being questioned by the BYU central administration and is documented in chapter 3. Along with this, various education faculty were openly questioning the use of resources for partnership purposes. Their beliefs were recorded in the study through a quotation of a memo documenting their concerns. Examples of negative cases were found at every level of governance of the partnership, and this was summarily documented.)

14. Alternative interpretations of data should be seriously considered. Evidence that these interpretations have been sought should be presented in the naturalistic study. This criterion ensures that naturalistic studies and their reports are not restricted to private interpretations. Instead, the principle provides a rich enough data base that any reader can use the data to reach and check independent conclusions. (By triangulating field notes and analysis results, I was able to gain further interpretations of data which added to the possibilities considered in the conclusions and recommendations.)

15. The inquirer's assumptions, predispositions, emotional reactions, and how those may relate to the inquiry should be well documented, either

in the published report or in field notes. Certainly the presence of the inquirer should be noted in the report of findings. Since the inquirer is the principle instrument, the reader needs to have some understanding of the perspectives used. (My presence was accounted for in chapter 2 by identifying my background, predispositions, and rationale for selecting this topic for study.)

16. The inquiry should disturb as little as possible the processes and persons under study. The term "naturalistic" refers to non-contrived unobtrusive data collection. Of course, by having the participant observer or inquirer present, there is some interruption of the natural processes. However, the objective should be, through continual presence of the researcher on site, to make the presence unobtrusive. (Because the duration of the study continued for the whole school year 1989-1990, my presence at various meetings was not considered an interruption in the natural process.)

17. There should be evidence that participants are treated ethically. Precautions must ensure that confidences are not breached and that participants are treated, first as human beings and only second, as participants furthering the purposes of the research. (I gained permission to attend various meetings and interview participants. Whenever I used quoted material in my writing, permission was first sought before its inclusion. When strong feelings were being expressed, I sought to understand the context in which they were found in an effort to understand the full scope of issues without mispresenting anyone.)

18. An important criterion by which all research should be judged is whether or not it makes a clear contribution to knowledge. This is equally

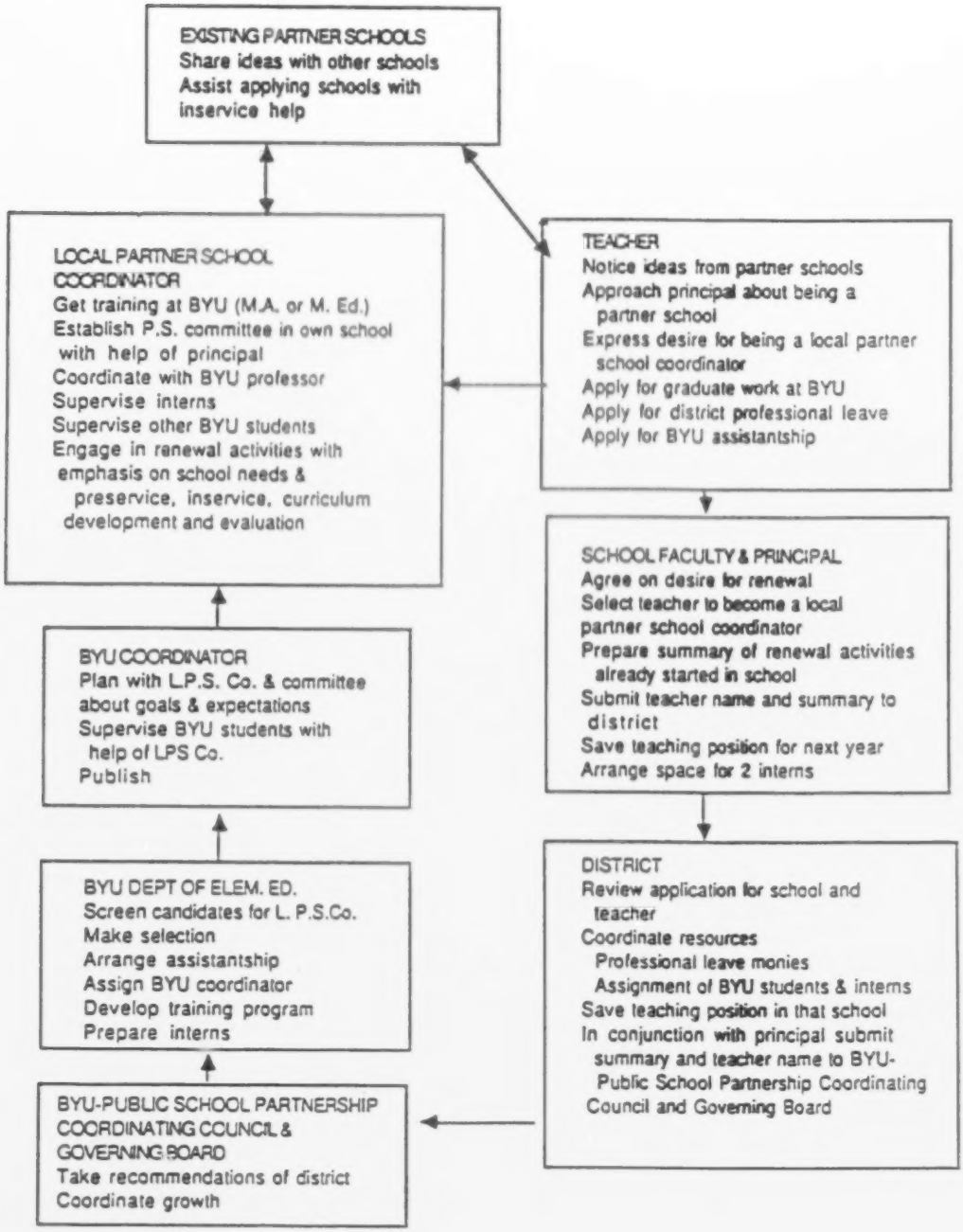
true whether the research is a naturalistic study or some other study approach. (The BYU-Public School Partnership is at a critical stage of expansion and will either move forward with new ideas and structures or it will falter. It is hoped that this study will add to the body of knowledge about this particular partnership. At the same time, it is possible that the conclusions and recommendations by the researcher may be used to advance the cause of decision making at this critical time.)

19. A naturalistic inquiry must be well written. The writing should be of such a quality that readers can envision much of what the observers noted in their observations. Again, the readers should have a vicarious experience and should almost feel as if they had been the researcher or a participant in the scene studied. (This study has been read in parts by numerous people within and without the partnership, and their comments added clarity to my descriptions as I attempted to answer their questions. The completed study was read by a visiting professor from Canada interested in the concept of partnership and particularly the type of collaboration represented by the BYU-Public School Partnership. Again other clarifications were made as a result of his comments. My committee chairman has been particularly helpful in offering suggestions for improving the quality of writing. The original motivation to pursue this topic and write it in an ethnographic form was suggested by the other person on my committee. It is hoped that sufficient reading, proper guidance, and encouragement has produced a written document worthy of this timely issue.)

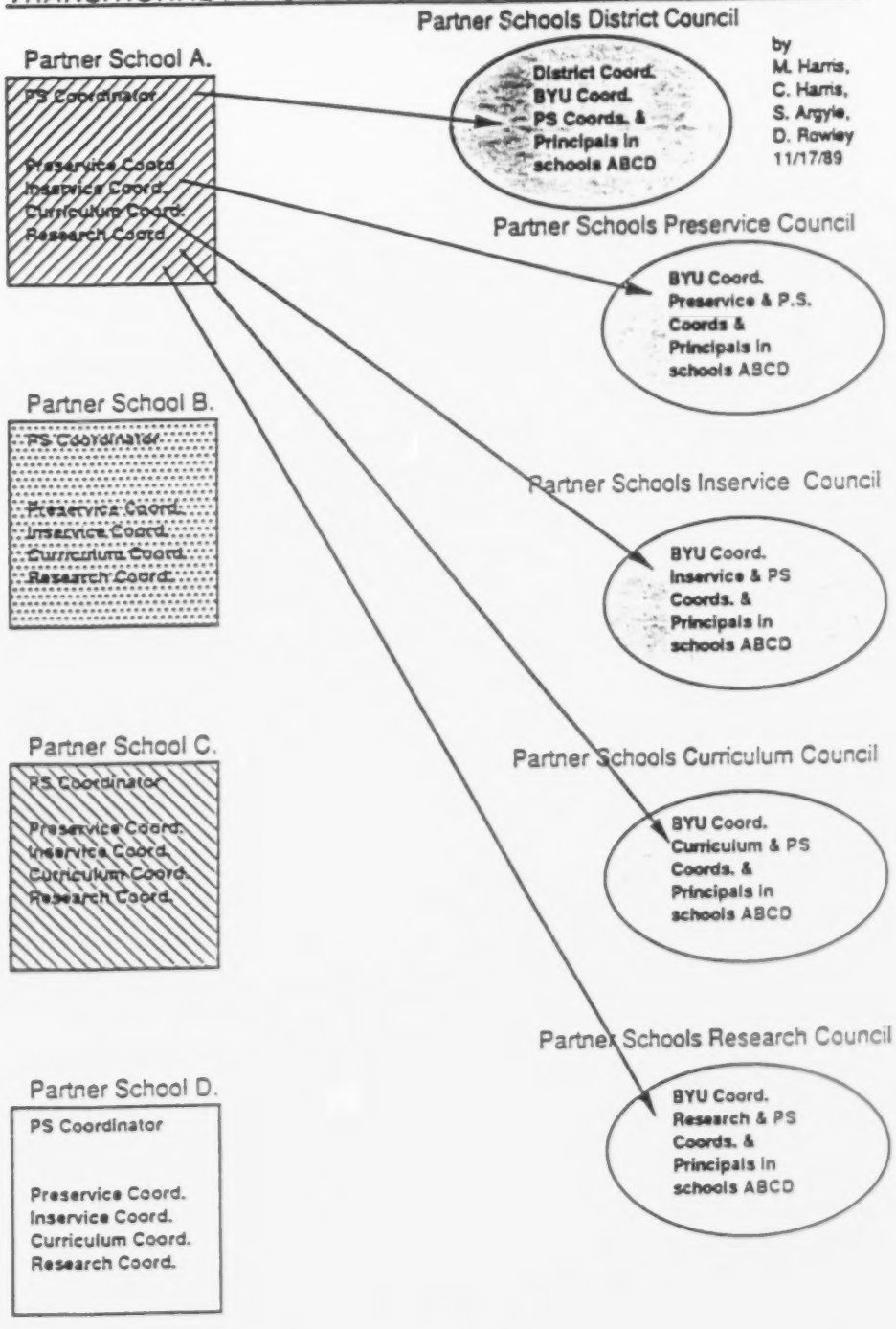
Appendix C

Examples of Expansion Models

SUGGESTED MODEL FOR PARTNER SCHOOL GROWTH
by Melanie Fox Harris (Aug. 1989)


EXISTING PARTNER SCHOOLS
Share ideas with other schools
Assist applying schools with inservice help
LOCAL PARTNER SCHOOL COORDINATOR
Get training at BYU (M.A. or M. Ed.)
Establish P.S. committee in own school with help of principal
Coordinate with BYU professor
Supervise interns
Supervise other BYU students
Engage in renewal activities with emphasis on school needs & preservice, inservice, curriculum development and evaluation
TEACHER
Notice ideas from partner schools
Approach principal about being a partner school
Express desire for being a local partner school coordinator
Apply for graduate work at BYU
Apply for district professional leave
Apply for BYU assistantship
SCHOOL FACULTY & PRINCIPAL
Agree on desire for renewal
Select teacher to become a local partner school coordinator
Prepare summary of renewal activities already started in school
Submit teacher name and summary to district
Save teaching position for next year
Arrange space for 2 interns
BYU COORDINATOR
Plan with L.P.S. Co. & committee about goals & expectations
Supervise BYU students with help of LPS Co.
Publish
DISTRICT
Review application for school and teacher
Coordinate resources
Professional leave monies
Assignment of BYU students & interns
Save teaching position in that school
In conjunction with principal submit summary and teacher name to BYU-Public School Partnership Coordinating Council and Governing Board
BYU DEPT OF ELEM. ED.
Screen candidates for L. P.S.Co.
Make selection
Arrange assistantship
Assign BYU coordinator
Develop training program
Prepare interns
BYU-PUBLIC SCHOOL PARTNERSHIP COORDINATING COUNCIL & GOVERNING BOARD
Take recommendations of district
Coordinate growth

TRANSITIONAL PHASE FOR EXPANSION OF PARTNER SCHOOLS



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EXPECTATIONS FOR NEBO PARTNER SCHOOL COORDINATORS by M. Harris, C. Harris, S. Argyle, & D. Rowley 11/3/89, Revised 7/11/90

Title	Qualifications	Approval	Meetings	Worries About	Time Demand
District Coordinator	Administrative	Superintendent	PS District Council Coordinating Council	1. Alignment with district goals for renewal. 2. Provide support with district resources. 3. Participate in screening new partner schools & coordinators. 4. Linkage with university and other districts. 5. Seeks additional funding to support projects. 6. Presents and writes about partnership work. 7. Keeps minutes of district & school council mtgs.	Two hours/mo. District Council Three hours/mo. Coord. Council One hour/wk. incidental comm.
BYU Coordinator	1. Skill and scholarship in renewal of school and teacher preparation. 2. Respect for, interest in, and skill in practice.	Dept. Chair District Coord. School Principals	District council/mo. PS task council/wk. PS Committee/mo.	1. Alignment with university goals for renewal. 2. Provide support with university resources. 3. Participate in screening of schools and coordinators. 4. Coordinate with all councils and district partner schools. 5. Mentor BYU students and cooperating teachers as needed. 6. Teach 370/400 course through District Academy 7. Gather, interpret, present, and publish data on school renewal.	Two days/week mentoring. One day/week managing/communicating campus-schools. Two days per week researching and writing.
Partner School Coordinator	1.Has or seeking M.S. or equivalent 2.Master teacher 3.Innovative 4.Leadership 5.Skilled supervisor 6. Invest time mentoring and managing	Principal District Coord. BYU Coord. Dept. Chair	PS Committee/mo. District council/mo. School council/wk.	1. Alignment with school goals for renewal. 2. Correlate with principal for school resources support. 3. Participate in screening school coordinators. 4. Participate with all councils. 5. Implement the preservice (supervision, etc), inservice, curriculum, research activities in the school. 6. Submit monthly written minutes of partner activities to district council. 7. Participate in Triangulation Mentoring Model.	Three hours/mo. PS Comm. mtg. Two hours/mo. District Council mtg. One hour/wk. school council mtg. Two hours/wk. managing & mentoring
Preservice Coordinator	1.Master teacher 2. Enjoys mentoring new teachers 3.Skilled supervisor 4. Understands and supports university preparation program 5. Understands district programs 6. Invest time mentoring and managing	Principal PS Coord. BYU Coord.	Preservice council/wk. School council/wk.	1. Assist in implementing District Academy 2. Implement School Academy. 3. Set up and monitor the supervion program for BYU students including assisting in assignment of Coop. Teachers. 4. Communicate immediately with the BYU coordinator when BYU students are having special challengs in the classroom. 5. Participate in Triangulation Mentoring Model. 6. Participate with other PS Preservice Coord. and BYU Coord. to plan and implement district preservice renewal.	Two hours/mo. preservice council One hour/wk. school council One hour/wk. supervising BYU students One hour/wk. school academy
Inservice Coordinator	1. Master teacher 2. Enjoys peer coaching 3. Skilled supervisor 4. Invest time networking with resource people 5. Calendars/plans 6. Innovator	Principal PS Coord. BYU Coord.	Inservice council/wk. School council/wk.	1. Participate with other partner school inservice coordinators, parter school coordinators, and BYU coordinator in assessing common needs for inservice and providing for those needs on a multischool basis 2. Network on local and state basis to keep school informed of inservice opportunities including training grants 3. Assess needs and organize inservice which is unique to the school.	Two hours/mo. inservice council One hour/wk. school council One hour/wk. supervising BYU students One hour/wk. setting up inservice

Title	Qualifications	Approval	Meetings	Worries About	Time Demand
Curriculum Coordinator	1. Master teacher 2. Innovator 3. Invest time in designing and implementing new curriculum 4. Skills in gathering data on learning	Principal PS Coord. BYU Coord.	Curriculum council/wk. School council/wk.	1. Participate with other partner school curriculum coordinators, parter school coordinators, and BYU coordinator in assessing common curriculum reform needs and providing for those needs on a multischool basis. 2. Assess curriculum reform needs unique to the school and seek resources to implement. 3. Assists in gathering data related to curriculum reform. 4. Seek ways to measure thinking in addition to core skills.	Two hours/mo. curriculum council One hour/wk. school council One hour/wk. supervising BYU students One hour/wk. reform curriculum
Research Coordinator	1. Master teacher 2. Innovator 3. Invest time in gathering & analyzing data 4. Analytical skills 5. Writing skills	Principal PS Coord. BYU Coord.	Research council/wk. School council/wk.	1. Participate with other partner school research coordinators, parter school coordinators, and BYU coordinator in assessing research needs for tracking renewal and providing for those needs on a multischool basis. 2. Assess research needs for tracking renewal unique to the school and seek resources to implement. 3. Provides leadership in gathering and analyzing data related to preserive, inservice, and curriculum revewal efforts in the school, district, and university.	Two hours/mo. curriculum council One hour/wk. school council One hour/wk. supervising BYU students One hour/wk. research

Council	Frequency	Attend	Purpose	Conducting
Partner Schools Committee and District Council	One meeting/ month each	District coordinator, BYU coordinator, all Partner School coordinators	To work out renewal goals and plans that are common to all districts and partner schools within districts for preservice, inservice, curriculum, and research	Partner School Committee Co-chairs District coordinator
Partner Schools Preservice Council	One meeting/ month	BYU coordinators all preservice coordinators	To work out specific renewal goals and plans that are common to all district partner schools for preservice such as the district academy, supervision patterns, and evaluation criteria	BYU coordinators
Inservice Council Curriculum Council Research Council	Similar pattern	Similar pattern	Similar pattern	Similar pattern

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PROVO PARTNER SCHOOL EXPANSION PROPOSAL

Mission: Improving Teaching and Learning

	Partner School		Associate School
1.	Home Base BYU Coordinator	1.	Regular contact
2.	Written yearly goals in each area a. preservice b. inservice c. curriculum development d. research	2.	Written yearly goals in a minimum of two areas
3.	Provide training and invite collaboration in cluster schools	3.	Request training in areas of need.

Provo Coordinating Council

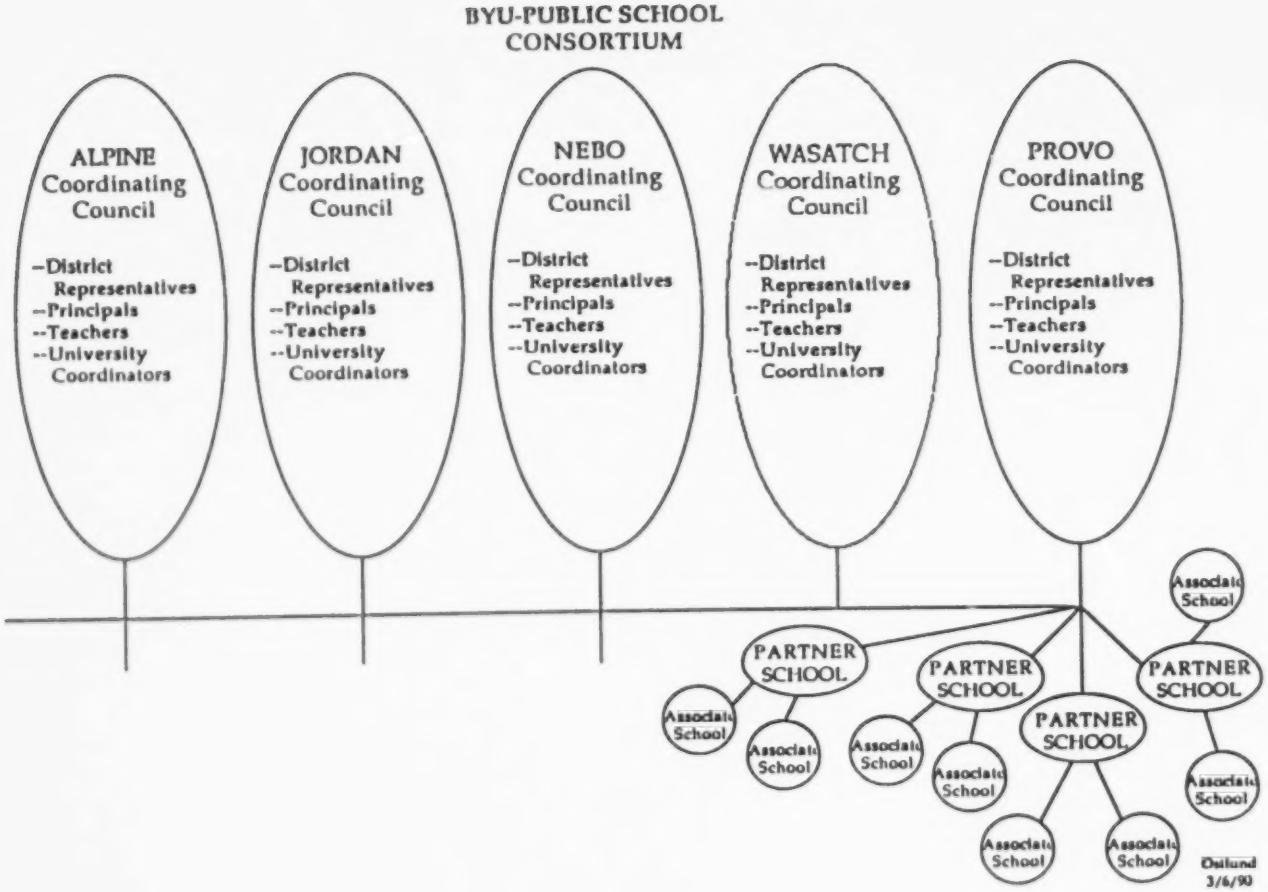
Objective: Coordinate Partnership Activities in Provo Districts

Members: District Representatives
BYU Coordinator
Facilitators - one from each school
Principals - one from each school
Teachers - one from each school

BYU-Public School Partnership Council

Objective: Coordinate Activities within the District

Members: Each district is represented by a 5 member team--
District Representative
BYU Coordinator
Facilitator
Principal
Teacher


BYU-PUBLIC SCHOOL CONSORTIUM
ALPINE Coordinating Council
--District Representatives
--Principals
--Teachers
--University Coordinators
JORDAN Coordinating Council
--District Representatives
--Principals
--Teachers
--University Coordinators
NEBO Coordinating Council
--District Representatives
--Principals
--Teachers
--University Coordinators
WASATCH Coordinating Council
--District Representatives
--Principals
--Teachers
--University Coordinators
PROVO Coordinating Council
--District Representatives
--Principals
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PARTNER SCHOOL
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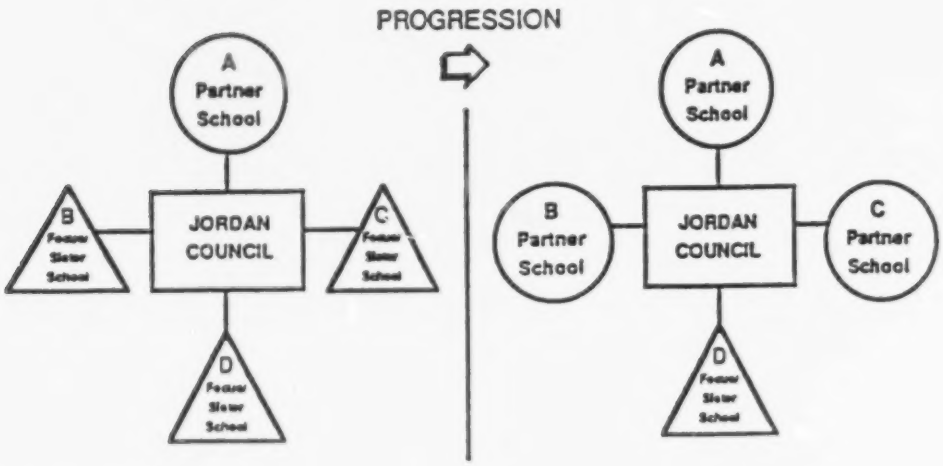
Jordan School District

Partner School Extension Proposal



STRUCTURE:

Jordan District Partner School Council

Objective: Coordinate the four purposes of the partnership.
- Preservice
- Inservice
- Curriculum Development
- Research

Council Members:
- District Representative
- BYU Coordinator
- Principals -- One from each school
- Teachers -- One from each school

Partner Schools

Objective: Implement the four purposes of the partnership
- Preservice
- Inservice
- Curriculum Development
- Research

Partner School Committee: (One per school)
- Representative from each grade level
- Principal
- BYU Coordinator
- Chairperson

Focus/Sister Schools

Objective: Focus on one or more aspects of the partnership

Focus/Sister School Committee:
Representative from each grade level
Principal
BYU Coordinator
Chairperson

MEETING SCHEDULE / REPRESENTATION:

BYU Partner School Committee:

Schedule: As adopted by the BYU Committee (generally monthly)

Representation: One teacher representative
One principal representative

Jordan District Partnership Council
Schedule: Meet the week preceding the BYU Partner School Committee Meeting

Representation: All members of the Jordan District Partnership Council

Partner Schools and Focus/Sister Schools:

Schedule: Meet a minimum of once per month

Representation: All members of the individual school committees

SPECIFICATIONS FOR EXPANSION OF PARTNER SCHOOLS IN JORDAN DISTRICT JOB EXPECTATIONS:

District Coordinator
--Meet in monthly meeting with district partner school committee
--Act as moderator between the committee and the district office to align partnership activities with district goals
--Screen partner school applicants with the university coordinator
--Assist in application for resources for renewal at the school site(s)

Principal
--Meet with partner school committee, monthly with Jordan District partner school council, and monthly with the BYU/Public School partnership committee
--Maintain quality of teaching and learning in the school
--Screen quality of cooperating teachers for preservice program and assist in evaluation of preteachers
--Plan with BYU coordinator

BYU Coordinator

--Meet monthly with partner school committee of each school, monthly with Jordan District Partner School Council, and monthly with the BYU/Public School partnership committee
--Research and write, on a regular basis, to validate and publicize the partnership
--Time in the partnership schools to establish rapport with the faculties and with the preservice teachers
--Work on school renewal through aligning university and public school goals
--Screen partner school applicants with the district coordinator
--Provide support with university resources and services
--Teach El.Ed. 370 and 400 course
--Work to implement the four purposes of the partnership in the participating public schools

Partner School Coordinator

--Chairperson of the school partnership committee
--Attend monthly BYU/Public School partnership committee meetings and Jordan District Partner School Council monthly
--Coordinate preservice, inservice, curriculum development, and research components of the partnership

Intern Coordinator (if available)

--Serve as assistant to the principal
--Supervise all preservice students from BYU assigned to the school
--Organize inservice to be held in the school
--Work with the district and university to enhance school curriculum
--Help facilitate research activities in the school

ALPINE SCHOOL DISTRICT
50 North Center Street, American Fork, Utah 84003 (801) 756-8424
Dr. Luana G. Searle, Assistant Superintendent ▲ K-6 Schools

PARTNERSHIP SCHOOLS
THE ALPINE PLAN FOR EXPANSION

Step one: Legitimize the involvement of Barratt and Manila Elementary Schools.

Step two: Restate the purpose of partner schools. Include a description of the role and function of partner schools concerning the four aspects: research/evaluation; curriculum development; preservice; and inservice plans and activities.

Step three: Identify projects in each school which need additional resources, which probably could not be accomplished without the resources of the partner.

Step four: Assure that the assignment of student teachers and other pre-service experiences of BYU students facilitates the goals of the school and supports the individual projects identified by each school.

Step five: Develop a process for sharing of products, research, and programs developed in the partner schools with other schools in the Alpine district and in the partnership

Step six: Develop a process whereby other schools could apply to be considered in the future expansion or rotation process of partner schools.

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ELEMENTARY PARTNER SCHOOLS: CONDITIONS FOR EXPANSION

Melanie Fox Harris
Nebo School District-Spanish Fork, Utah 84660
Presented at ATE - February 1991
New Orleans

Summary of the Study

This study which took place during the 1989-1990 school year was for the purpose of exploring issues arising from the desire of more teachers and principals in elementary schools to participate in the BYU-Public School Partnership as partner schools. An understanding of conditions necessary for more partner schools to be established was sought . These conditions were uncovered by examining the various levels of governance within the BYU-Public School Partnership and doing domain, taxonomic, and componential analysis. After the conditions were defined, an expansion model was developed.

Methods and Procedures

The design was an observational case study using qualitative research procedures, which included participant observation, in-depth interviews, and document examination (Bogdan & Biklen, 1982). The Developmental Research Sequence as defined by Spradley (1980) was used along with naturalistic inquiry criteria as defined by Williams (1986).

Participants were selected by purposive sampling of key people from the elementary schools in the five districts that requested involvement in the partnership as well as various university administration and faculty members. Also considered as a sample were the organizations and meetings where these participants came together in collaborative planning. These organizations were the Governing Board of the BYU-Public School Partnership, Coordinating

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Council, College of Education, Department of Elementary Education, Partner Schools Committee, and Partner Schools Strategic Planning Committee.

Data gathering was accomplished through observations and creation of field notes at meetings where expansion of partner schools was discussed. Interviews were conducted with various participants as issues were raised about expansion. Field notes were analyzed and then triangulated with interviews of other participants to verify perceptions. Taxonomic and componential analyses were used to arrive at identification of the conditions necessary for expansion.

Documents were read to gain a broad base for understanding the history of the partnership and partner schools. Documents used were the Handbook of the BYU-Public School Partnership, working and occasional papers from the National Network for Educational Renewal (NNER), minutes of partnership committee meetings, and Bloom's (1987) master's thesis on teacher perceptions of involvement as partner schools.

The process followed for conducting this study was documented in a 17 page audit trail found in Appendix A. Attending partnership conferences, Governing Board, Coordinating Council, Partner School Committee meetings, and BYU College of Education and Department of Elementary Education faculty meetings where expansion was discussed, were a part of the process. Interviews were then planned as issues emerged from the various meetings.

Field notes and minutes were analyzed for common elements that would affect expansion of partner schools. These elements formed the basis for delineating conditions necessary for expansion of partner schools.

Summary of the Findings

It was found that there were six elementary schools accepted as partner schools. Three other schools had met the requirements outlined for partner

schools and had submitted letters for approval to the Coordinating Council and the Governing Board of the partnership. Their acceptance as partner schools has been delayed until a policy for handling expansion was created. Throughout the year the discussion of expansion was a heated topic. The central administration of BYU was questioning the worth of the partnership and expressed a desire to be better informed about its real value. Participants in the study were divided in their philosophy about the worth of the partnership and the roles faculty and administrators played. The governing bodies of the partnership were unable to formulate plans for expansion to take place. As this study ends, though various plans for expansion have been suggested, none have been accepted formally. The schools which have been applying for over a year were put off again in the May, 1990 Coordinating Council even though they were following a process outlined as a way to become a partner school. Throughout the year, the three applying schools continued to participate as if they were already partner schools: the principal and faculty attended partnership conferences and committee meetings; the faculty assisted in the supervision of BYU preservice students; and the BYU faculty coordinated inservice, research and curriculum efforts.

Based on mutual needs to handle more BYU students and meet district challenges to bring about renewal in more schools, a district leader, a BYU faculty member, and the researcher collaborated on an expansion model for including three more partner schools in a particular district. This model was implemented from January 1990 to May. Upon completion, the experience with the expansion model was evaluated and found successful. Based on their mutual satisfaction, both the BYU faculty and school personnel agreed to extend the expansion to two more schools within the district and enlisted the aid of one more BYU faculty member. The implementation of this model was

shared with other districts and university people looking for ways to solve their expansion needs. These districts began working on expansion plans of their own.

As a result of this study, three conditions seem necessary for the partnership and particularly partner schools to continue: a common philosophy about the worth of the partnership and agreement about the various roles within the partnership, a more supportive and representative administrative structure, and a formally organized communication cycle. As of May 1990 several steps have been taken that are improving the conditions necessary for expansion: the Coordinating Council has been given decision-making power; the new department chair is expressing support of the partnership; less BYU students are being accepted into the professional teaching program and more graduate students will be given to assist faculty members; and the possibility that faculty satisfaction will be achieved as issues are addressed.

Conclusions

Based on the findings of the study, it was concluded that:

1. The elementary partner schools in the BYU-Public School Partnership have been functioning for five years with sufficient success in school renewal that a significant number of elementary schools are seeking involvement as partner schools.

2. Elementary partner schools in the BYU-Public School Partnership represent a unique form of collaboration. "BYU's work on Partner Schools is much more advanced than elsewhere in the nation... In the BYU Partnership we observed a number of such partner schools functioning in a more sophisticated fashion than many of the 'experts' are able to describe in their imagining about what such institutions should be like" (Interim report of May 22, 1990 from the NNER to the Executive Director of BYU-Public School Partnership).

3. Elementary partner schools in the BYU-Public School Partnership are at a critical stage. They have been through developmental and implemental stages. They are now ready to enter the expansion stage, but those elementary schools seeking involvement as partner schools cannot become partner schools because of the lack of three conditions: a common philosophy about the worth the partnership and agreement about the role of participants in the partnership, a more supportive and representative administrative structure in the partnership, and a formally organized communication system.

This important point in the history of the BYU-Public School Partnership is illustrated by the following quote from the Carnegie Task Force:

> People may wonder why "lighthouse" schools, successful teaching projects and leaders who innovate are not more widely imitated. Or, perhaps even more important, why these schools, projects and leaders seem so often to flicker brightly for a moment and then settle back to the routine. The answer is simple. Altruism and pride motivate those often unnoticed teachers who extend themselves to achieve much for their students and their schools. But the system's rewards do not go to those who produce the most achievement for the students and the greatest efficiency for the taxpayer. They go to those who play the game, stay out of controversy and stand pat. That is why the examples set by the best are rarely emulated (Carnegie, 1986, p. 87).

Partner schools are ready to bring the BYU-Public Partnership into its next stage of expansion and by so doing will present a model for national audience, however, conditions for expansion must be addressed before that can happen.

Recommendations

The following recommendations are based on the findings of the study and conclusions stated above. The recommendations are divided into two categories: recommendations for action and recommendations for further research.

Recommendations for Action

It is recommended that:

1. A policy and a procedure be established whereby elementary schools seeking involvement in the BYU-Public School Partnership may have guidelines to follow for acceptance as partner schools.

2. The governance levels of the BYU-Public School Partnership address the three conditions noted in this study: by developing a common philosophy about the worth of the partnership and better defining roles within the partnership, by restructuring the administrative organizations within the partnership so that there is representation of teachers and principals; and by organizing a formal communication system within the partnership.

Recommendations for Further Research

It is recommended that:

1. A study be conducted on the BYU-Public School Partnership similar to this study documenting the action taken on pending partner school status in the 1990-1991 school year and the conditions for expansion which are implemented.

2. A study be conducted to further understand the unique collaboration that the BYU-Public School Partnership represents by contacting other partnerships in the NNER to note differences and similarities.

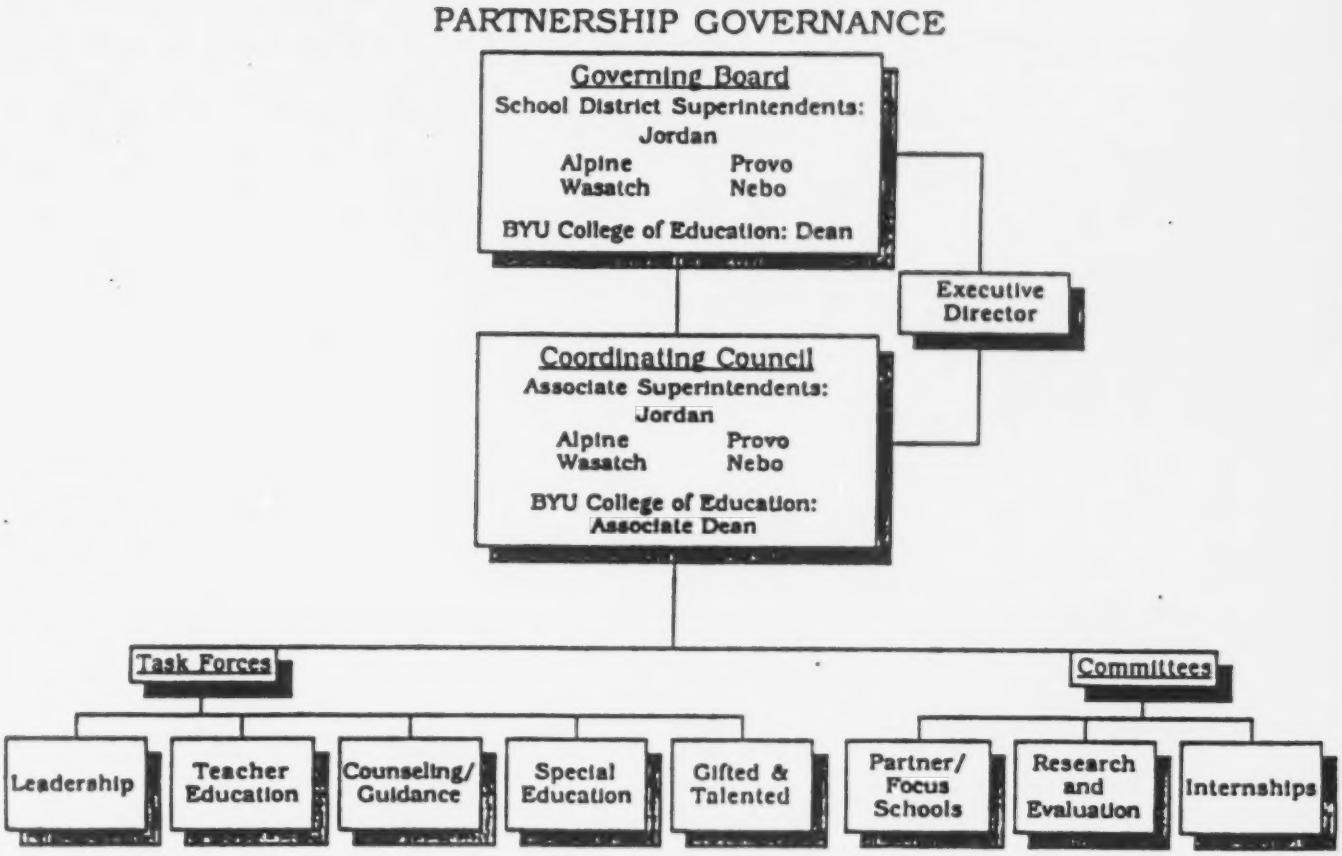
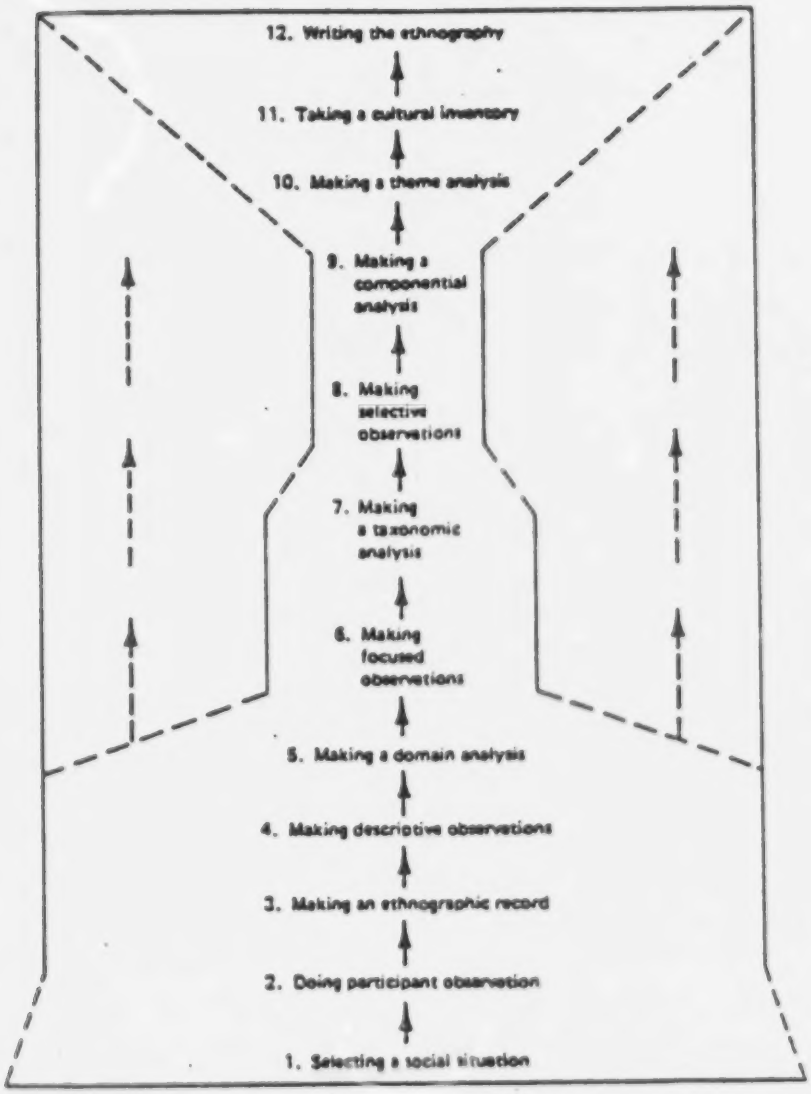


Figure 1. Partnership Governance in the BYU-Public School Partnership


12. Writing the ethnography
11. Taking a cultural inventory
10. Making a theme analysis
9. Making a componential analysis
8. Making selective observations
7. Making a taxonomic analysis
6. Making focused observations
5. Making a domain analysis
4. Making descriptive observations
3. Making an ethnographic record
2. Doing participant observation
1. Selecting a social situation

The D.R.S. steps begin with a wide focus, surveying many possible social situations. When one is selected, the research includes the *entire* social situation from Steps 3 through 12. However, there is a dual focus, one narrow, the other broad and holistic. The ethnographer continues to use the skills learned in Steps 4 and 5 while at the same time focusing observations on selected cultural domains. Toward the end of the project the focus expands again to make a holistic description of the cultural scene.

Figure 2. Developmental Research Sequence (Spradley, 1980, p. 103).

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Date	Activity	Issues	Conclusions	Decisions
6/1/89	Begin graduate program at BYU	Discover topic for thesis	Interested in partner schools as a form of renewal	Talk to J. Lynn about Taylor School being a partn school
6/1/89	Appt. with J. Lynn Jones	Do we want to be a partner school?	Yes, we'll do it. Desire to increase renewa we already have started in our school	I'll make an appointment with Dan Andersen, Dean, BYU college of Education
6/13/89	Attended Hawaii Partnership Conference	How does the partnership work in Hawaii?	Much could be learned from more sharing with other partnerships in NNER	Could this be my master's project?
6/26/89	Taking research class	Finding a topic for partner schools growth	Topic: Partner Schools: Critical Attributes and Expansion	Prepare paper for approval that will lead to prospectu
7/10/89	Appt. with Dean Andersen	Can Taylor become a partne school	There are more schools wanting to be part schools than there are faculty to supervise If a way could be found to manage partner schools growth, Taylor and other schools could become a part of partnership with BYU	Find a way for more partner schools to be a part of the partnership
8/10/89	Introduced myself to David Williams who has done naturalistic inquiry studies on partnership	Is naturalistic inquiry/ ethnography the proper form for my proposal?	Yes, but I need knowledge in how to do it Williams' class is not available until winter semester. He lent me his copy of book SCHOOL-UNIVERSITY PARTNERSHIPS IN ACTION	Order book for myself
8/11/89	Completed paper	Can this paper become my prospectus?	Does not fit experimental design model, nc even a descriptive research. Where does i fit?	Find where it fits and who can help me develop it
	Attended Partnership Linkin Conference at Maeser Bldg.	Public school & university people working as partners to bring about changes	Reports about strands of reading, thinking math, writing, dialogue about recent rese in areas, symbiotic sharing of goals & pra	Impressed with nature of requests made from schools to U. and vs.
8/12/89	2nd day of Linking Conf.	Writing goals for next year both as university and publi schools	This partnership really seems like a partn ship. Everybody has had a say in recomme dations. Some U. faculty did not attend.	Find out why some faculty did not attend

Figure 3. Example of Research Log

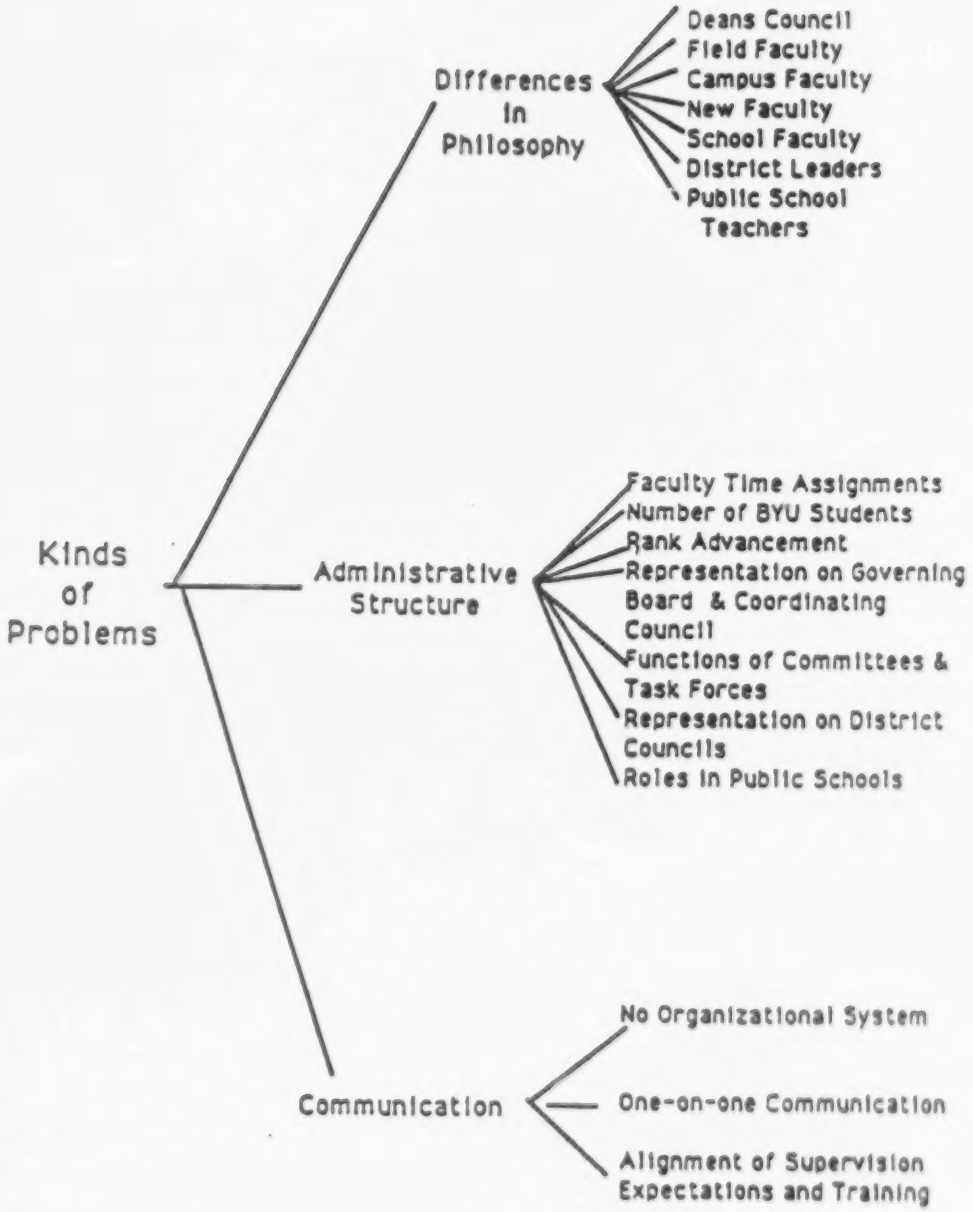

Figure 4. Taxonomic Analysis of Problems

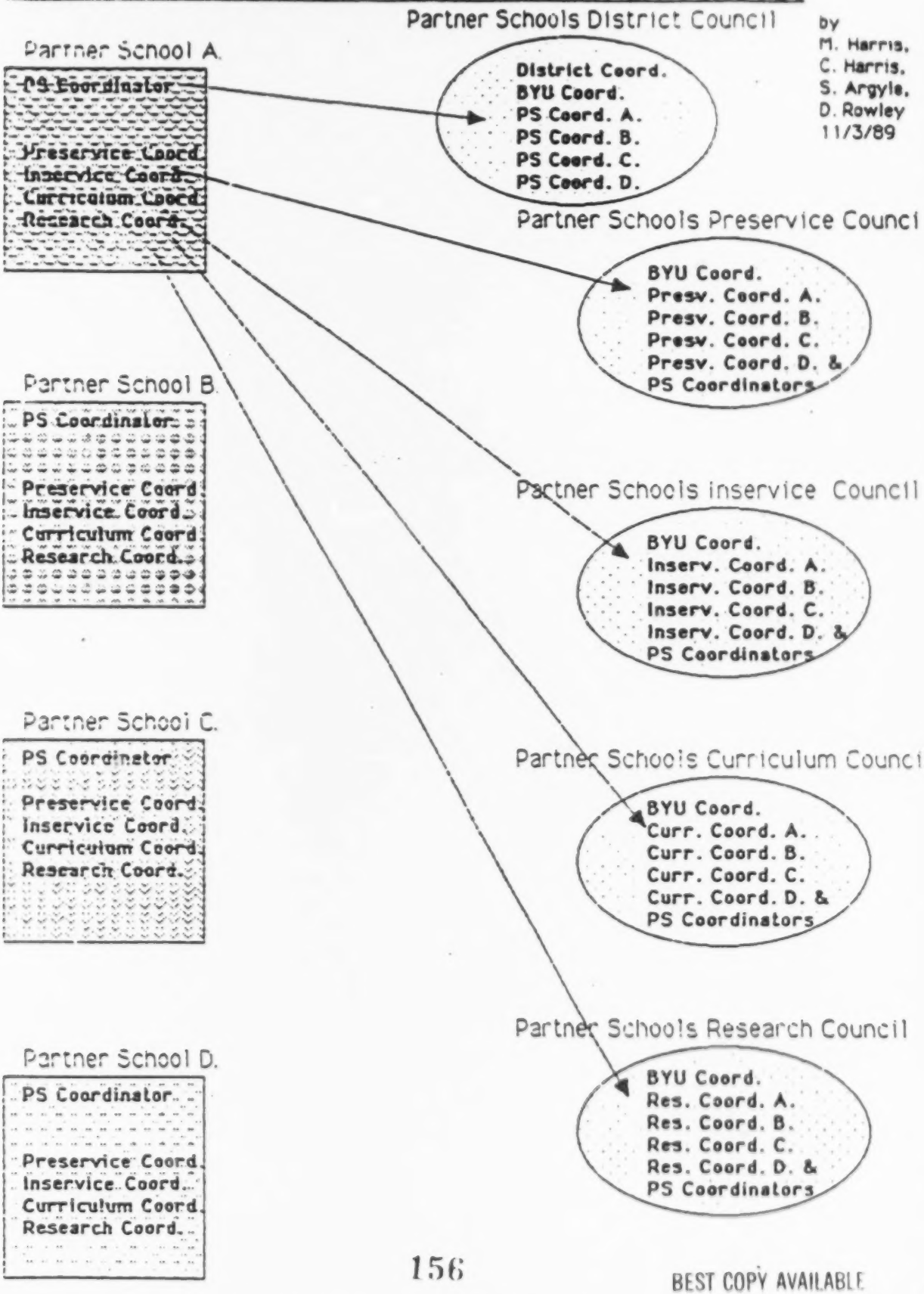

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Figure 5. Organization for Expansion of Partner Schools

SUGGESTED MODEL FOR PARTNER SCHOOL GROWTH
by Melanie Fox Harris (Aug. 1989)

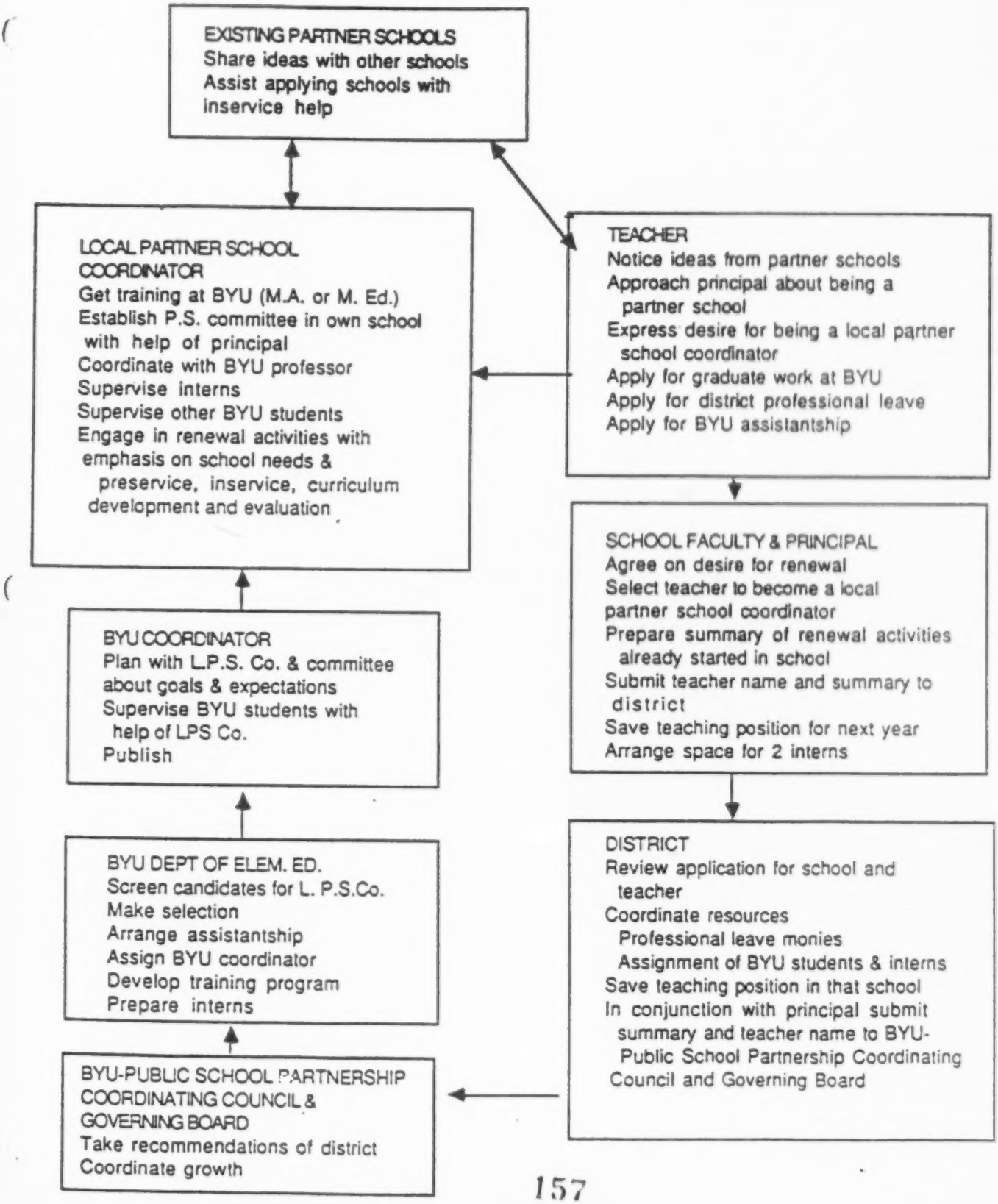
EXISTING PARTNER SCHOOLS
Share ideas with other schools
Assist applying schools with inservice help
LOCAL PARTNER SCHOOL COORDINATOR
Get training at BYU (M.A. or M. Ed.)
Establish P.S. committee in own school with help of principal
Coordinate with BYU professor
Supervise interns
Supervise other BYU students
Engage in renewal activities with emphasis on school needs & preservice, inservice, curriculum development and evaluation
TEACHER
Notice ideas from partner schools
Approach principal about being a partner school
Express desire for being a local partner school coordinator
Apply for graduate work at BYU
Apply for district professional leave
Apply for BYU assistantship
SCHOOL FACULTY & PRINCIPAL
Agree on desire for renewal
Select teacher to become a local partner school coordinator
Prepare summary of renewal activities already started in school
Submit teacher name and summary to district
Save teaching position for next year
Arrange space for 2 interns
BYU COORDINATOR
Plan with L.P.S. Co. & committee about goals & expectations
Supervise BYU students with help of LPS Co.
Publish
DISTRICT
Review application for school and teacher
Coordinate resources
Professional leave monies
Assignment of BYU students & interns
Save teaching position in that school
In conjunction with principal submit summary and teacher name to BYU-Public School Partnership Coordinating Council and Governing Board
BYU DEPT OF ELEM. ED.
Screen candidates for L. P.S.Co.
Make selection
Arrange assistantship
Assign BYU coordinator
Develop training program
Prepare interns
BYU-PUBLIC SCHOOL PARTNERSHIP COORDINATING COUNCIL & GOVERNING BOARD
Take recommendations of district
Coordinate growth

Figure 6. Suggested Model for Partner School Growth

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